DOCUMENT RESUME

ED 183 519 SP 015 613

AUTHOR Capie, William: And Others
TITLE Teacher Performance Assessment Instruments: A Handbook of Training Activities.
INSTITUTION Georgia Univ., Athens. Coll. of Education.
SPONS AGENCY Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.
PUB DATE 79
NOTE 168p.; For related documents, see SP 015 610, SP 015 612, SP 015 615, SP 015 617.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Effective Teaching: *Evaluation Methods: Instructional Materials: *Interaction Process Analysis: *Interpersonal Competence: Occupational Tests: *Student Evaluation of Teacher Performance: Teacher Behavior: *Teacher Certification: Teacher Evaluation

ABSTRACT

The Teacher Performance Assessment Instruments (TPAI) were designed to determine how well teachers can demonstrate certain minimum teaching skills considered essential to effective teaching. This manual is designed for use by data collectors and others during training on the administration of the TPAI instruments. It may also be used as a reference during an actual assessment. Contained within are the five instruments which comprise the TPAI, a commentary on three of these instruments, and a summary of procedures for managing data collected during an assessment. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED183519

un
'79
150p

Teacher Performance Assessment Instruments:

A Handbook of Training Activities

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
A. Maughon
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Georgia Department of Education

Teacher Assessment Project
College of Education
University of Georgia

Georgia Department of Education
Division of Program and Staff Development
Atlanta, Georgia 30334

Teacher Performance Assessment Instruments:

A HANDBOOK OF TRAINING ACTIVITIES

William Capie, Ed.D.
S. Joy Anderson, M.Ed.
Charles E. Johnson, Ed.D.
Chad D. Eliett, Ph.D.

1979

Teacher Assessment Project
College of Education University of Georgia
Athens, Georgia 30602

The materials contained herein were prepared under a contract with the Georgia Department of Education, Division of Program and Staff Development, Office of Instructional Services, Atlanta, Georgia. Funds to conduct the research and development activities described in the contract were provided by the Board of Education of the State of Georgia and supplemented with contributions, facilities, and staff services by the University of Georgia.

Georgia Department of Education

Dr. Charles McDaniel
State Superintendent of Schools

Dr. H. Titus Singletary
Associate State Superintendent
of Schools

Dr. J. William Leach
Director of Division of
Program and Staff Development

Dr. Mary L. Mitchell
Associate Director for Teacher
Education and Staff Development

Georgia Department of Education Project Management

Lester M. Solomon
Coordinator of Performance-
Based Certification

John L. Hooper
Consultant for Performance-
Based Certification

University of Georgia
Teacher Assessment Project Staff

Directors

Charles E. Johnson, Ed.D.
Project Director

William Capie, Ed.D.
Associate Director

Chad D. Ellett, Ph.D.
Associate Director

Coordinators

Pearce T. Adams, M.Ed.

S. Joy Anderson, M.Ed.

Thomas J. Arnold, M.Ed.

J. Anthony Masters, M.Ed.

Regional Demonstration Centers

DeKalb Performance-Based Certification with Supportive Supervision Project

Dr. Joseph A. Murphy, Project Director
Mrs. Mary R. Anders
Mrs. Elizabeth P. Barnett
Miss Jennifer G. Bennett
Mrs. Audrey C. Brown
Mrs. Lou H. Deevers
Mrs. Lee H. Marchant
Mr. Null A. Tucker
Mrs. Mary T. Williams
Mrs. Peggy D. Woods

Griffin CESA Developmental Demonstration Regional Supplementary Service Model Project

Dr. Susan R. Fuller, Project Coordinator
Ms. Deena A. Brown
Dr. John H. Finley
Mrs. Katie B. Glenn
Mrs. Shirley D. Mobley
Mrs. Carol C. Sweatman

Northeast Georgia CESA Regional Demonstration Center for Performance-Based Certification and Improvement of Educational Personnel Project

Dr. Joyce D. Johnston, Project Director
Ms. Charlie E. Goolsby
Mrs. Lois E. Settles
Mrs. Annette L. M. Short
Mr. Robert C. Smith

Okefenokee CESA Regional Demonstration Center for Performance-Based Certification Project

Ms. Gail M. Alberson, Project Coordinator
Ms. Vivian B. McMillan
Mr. Donald A. Splinter
Mrs. Jean W. Stone

Preface

In the spring of 1976 the Georgia Department of Education contracted with the College of Education of the University of Georgia to produce minimum competency assessment instruments that could be used to provide performance criteria for certifying beginning teachers. The Teacher Assessment Project was organized and charged with the responsibility of designing and developing these instruments. The *Teacher Performance Assessment Instruments* (TPAI) are the product of four years of work.

This manual is designed for use by data collectors and others during training on the *Teacher Performance Assessment Instruments*. It may also be used as a reference during an actual assessment. Contained within are the five instruments which comprise the TPAI, a commentary on three of these instruments, and a summary of procedures for managing data collected during an assessment.

Many people and agencies have contributed to these materials. Over 4,000 teachers, administrators, and college professors participated in the selection of the competencies. Individuals in the Regional Demonstration Centers and elsewhere throughout the state have provided valuable insights and suggestions for improvement in the instruments. Because of the importance of his role, special mention is made of Lester M. Solomon, who has represented the concerns and interest of the Georgia Department of Education since the initiation of the project.

A special note of thanks is extended to Mrs. Betty Dillashaw, who has so diligently edited all of the manuals contained in this series.

Table of Contents

Page

CHAPTER ONE: OVERVIEW OF ADMINISTRATION PROCEDURES 1

Administration Procedures for Beginning Teachers 3
Overview of Administration Procedures for Beginning Teachers 4

CHAPTER TWO: LEARNING TO USE THE *Teaching Plans and Materials Instrument* 11

Objectives 13
Conditions of Use 14
Filmstrip 15
Examination of the Instrument 16
Directions for Using the Standard Interview Questions 21
Standard Interview Questions 23
Model Interview 33
Decisions Simulation 34
Fishbowl 42
Practice Administration 44
Additional Practice 47
Evaluation 52

CHAPTER THREE: LEARNING TO USE THE *Classroom Procedures and Interpersonal Skills Instruments* 57

Objectives 59
Conditions of Use 60
Directions for Watching Videotapes 61
Examination of the Instruments 62
Practice Administration 71
Additional Practice 80
Evaluation 85

CHAPTER FOUR: LEARNING TO SCORE YOUR ANSWER SHEETS 95

Scoring Procedures 97

CHAPTER FIVE: PRACTICE WITH THE INSTRUMENTS IN A SCHOOL SETTING 99

School Practice Activities 101

Page

CHAPTER SIX: LEARNING TO RECORD AND COMPILE DATA 103

The TPAI Assessment Process 105
Processing Assessment Data 111
Completing the Response Forms 113
Mailing the Assessment Package 133
Processing Procedures 135
Performance Profiles 136

APPENDIX A 137

APPENDIX B 147

CHAPTER ONE

OVERVIEW OF ADMINISTRATION PROCEDURES

Administration Procedures for Beginning Teachers

The chart on the following pages was designed to provide trainees with an overview of the assessment process. The right column provides a general step-by-step explanation of the procedures which must be undertaken during an assessment of a teacher with the *Teacher Performance Assessment Instruments* (TPAI). The left hand column gives information that is specific to the assessment of beginning teachers.

Read the following pages carefully. Your workshop leader will go over the procedures with you and clarify any questions which you may have.

Overview of Administration Procedures for Beginning Teachers

Beginning Teacher	Procedures
Project Coordinator should make the initial contact with the principal.	The coordinator of the assessment project is responsible for seeing that the principal is aware of the assessment process and the teachers who are to be assessed. The coordinator may have written or telephoned the principal prior to your visit. This initial contact will make the principal aware of your work and secure his assistance. If several teachers in a single building are to participate, the principal can help expedite scheduling by arranging a meeting of all parties. If there are only one or two teachers, a group meeting may be unnecessary, but preliminary contact with the appropriate administrator is essential.
Data sources for assessing beginning teachers with these three instruments are the principal or assistant principal, and the teacher's department head or master teacher. These sources supply information in addition to that obtained by the data collector.	Data sources for completing the *Teaching Plans and Materials*, *Classroom Procedures* and *Interpersonal Skills Instruments* should be identified.
Data collector conducts scheduled introductory session with beginning teachers.	The introductory session should include all teachers to be assessed as well as interested parties such as principals, assistant principals, lead teachers, department chairpersons, and supervising teachers. The meeting should have four purposes:

Beginning Teacher	Procedures
	1. to provide instruments to the individuals who will be assessed and discuss their intent with the teachers 2. to describe the procedures which will be used, i.e., list times and events described in this outline 3. to arrange time for individual conferences with the teachers who are to be assessed 4. to deal with questions of general concern
Data collector meets with individual beginning teachers to answer any questions, clarify material needed in the portfolio, and set up a time schedule for the assessment.	Following the group meeting, the data collector should meet briefly with the individual teacher to clarify administrative details involved in the assessment. Four tasks should be completed: 1. Be sure teacher has identified materials needed for portfolio. These are listed in the introduction of the *Teaching Plans and Materials Instrument* (TPM). The teacher may choose any class or subject area for the assessment.
Beginning teacher should select two people, a colleague and an administrator, to complete the PS.	2. Identify the colleague of the teacher and an administrator who will assist in the assessment of the *Professional Standards Instrument* (PS).

Beginning Teacher	Procedures
	3. Attempt to establish a time-line for each subsequent step in the procedure. 4. Confirm time for next visit to discuss the portfolio and conduct the interview. You may wish to ask the teacher to leave the plans in the office for you to study before the conference, and thereby conserve the teacher's time. You may study the plans with the teacher present, but this procedure is not advisable.
Check with principal on teacher's selections.	Inform the principal of the anticipated time sequence, and determine if the colleague suggested by the teacher for the PS assessment is satisfactory. If necessary, have the principal suggest an additional colleague.
Data collector should review plans before interviewing the beginning teacher.	Obtain teacher's plans from prearranged location. Attempt to rate Indicators 1-8 and identify questions you need clarified. See to it that the data sources have the portfolio for the TPM. You might give it to the principal and ask that it be passed along to the colleague. Provide the data sources with the necessary instruments. Make arrangements to meet with each data source to clarify any questions they may have about these instruments.

Beginning Teacher	Procedures
Data collector should interview beginning teacher. This may be done in a group situation or on an individual basis.	The interview with the teacher should have been arranged well in advance and is best accomplished after you have reviewed the portfolio. The interview may be conducted by each person individually, or the three data sources may interview the teacher at the same time. The interview has four purposes: 1. Clarify any questions you have regarding the plans. See TPM for more details. 2. Gather data needed for Indicators 6-15 by interviewing the teacher.
Data collector should arrange a time to visit the classroom and complete the CP/IS.	3. Arrange for classroom visit to gather data for *Classroom Procedures* (CP) and *Interpersonal Skills* (IS) *Instruments*. The teacher should be implementing plans you have reviewed with children you have discussed.
Data collector should arrange a date to administer the SP.	4. Arrange time to administer *Student Perceptions Instrument*. The time required will vary with the group. A secondary school class which is assembled for only one period will necessitate an additional visit after your observation to meet with students.
Complete the TPM.	Complete the TPM as soon as possible after the interview. Waiting may cause your information to "grow cold." Also, conversation with principal or supervising teacher, or colleague may color your impression. See scoring instructions for details.

Beginning Teacher	Procedures
The data collector and other data sources, an administrator and a master teacher, should visit the beginning teacher's classroom.	At the agreed-upon hour visit the classroom. You should spend 45-60 minutes in the classroom to identify behaviors corresponding to indicators on the *Classroom Procedures* and *Interpersonal Skills Instruments*. The lesson you are observing should be one that is included in the portfolio which you assessed. If necessary, arrange to return for a second visit. See instruments for more detail.
The data collector, administrator, and master teacher should complete the CP/IS for beginning teachers.	Fill in the ratings on these two instruments as soon as possible after the last observation. Waiting may cause your perceptions to "grow cold." Also, conversation with others may color your ratings.
The data collector should assist the principal and master teacher in completing the instruments.	At the prearranged time, visit the other data sources. You may allow them to complete the instruments at this time, or merely discuss questions that have arisen regarding the *Teaching Plans and Materials*, *Classroom Procedures*, *Interpersonal Skills*, and *Professional Standards Instruments*.
Data collector should administer the SP.	Be sure to have sufficient copies of appropriate *Student Perceptions Instrument* (SP) before meeting with the students. The teacher should be excused from class until this task is completed. See instrument for more detail.

Beginning Teacher	Procedures
Data collector assembles all data.	Compile all the response forms on the teacher who is being assessed. When you have all the information needed to complete a teacher's assessment, return it to your project coordinator. The data will then be sent for processing. If you plan an early interpretive visit, you might compute the competency scores and plot a profile. Otherwise, a computer analysis will be made and reported to your project coordinator.
A person who has been directly involved in the teacher's assessment should not interpret the profile to the beginning teacher.	Take a copy of the completed profile to a conference with the teacher. Explain the results of the assessment.

CHAPTER TWO

LEARNING TO USE THE

TEACHING PLANS AND MATERIALS INSTRUMENT

Objectives

1. After an explanation of the *Teaching Plans and Materials Instrument* (TPM) administration procedures, the trainee will report the conditions of use as specified in the manual.
2. Using the vocabulary and criteria in the TPM, the trainee will be able to describe and distinguish between:
   - those plans which are compatible with the capabilities and needs of learners and those which are not
   - those lesson plans which take into account individual differences among learners and those which do not
   - a teacher who obtains information about the needs and progress of the learners and one who does not
   - a teacher who refers learners with problems to specialists and one who does not
   - a teacher who uses information about instruction for revision and one who does not.
3. Upon completion of these activities, the trainee will assess a portfolio and achieve an acceptable level of accuracy.

Conditions of Use

Before you begin to study the *Teaching Plans and Materials Instrument*, you should be fully cognizant of the purpose for which the instrument is designed and the conditions under which it is to be administered. This information may be found in the *Teacher Performance Assessment Instruments* at the beginning of this instrument.

Study this introductory page, keeping in mind the following questions. Note the answer to each question in the space provided.

1. What is the purpose of administering this instrument?

2. Who completes the instrument?

3. Are special materials needed before the assessment can be conducted?

4. Do I need to observe the teacher in a classroom situation before I can complete the instrument?

Filmstrip

The filmstrip you are about to see, *Educational Objectives*, is designed to enable you to identify operationally stated instructional objectives. Although this presentation deals only with the first five objectives in the *Teaching Plans and Materials Instrument*, a common understanding of educational objectives is essential to achieve uniform ratings on these indicators.

Record your answers to questions raised by the filmstrip. A short discussion will follow the presentation to cover topics treated in the program.

Examination of the Instrument

The activity in which you are about to participate was developed to enable you to study the *Teaching Plans and Materials Instrument* (TPM) in conjunction with a set of lesson plans. During this study, you will become familiar with the terminology and constructs underlying this instrument.

You will study the TPM in conjunction with two sets of lesson plans. Read over the plans first and then begin to study the TPM Commentary which may be found in the manual, *A Handbook for Interpretation*. As you read each indicator, select the descriptor which best characterizes the lesson plan and record its number in the appropriate blank on your answer sheet.

Additional information, such as might be given by a teacher in an interview, has been prepared and follows the lesson plan. Take this information into account when rating Indicators 6 - 15.

Use the answer sheets on the following pages for this activity. The plans used in this activity may be found in the manual, *A Set of Plans for Practice Rating*. Study the following plans:

Fifth Grade Geography, pages 47-68
Eighth Grade Mathematics, pages 87-104

TPM ANSWER SHEET

Indicator	Rating 1	Rating 2	Rationale
1			
2			
3			
4			
5			a. b. c. d.
6			a. b. c. d.
7			a. b. c. d.
8			a. b. c. d.

Indicator	Rating	Rating 2	Rationale
9			a. b. c. d.
10			a. b. c. d.
11			a. b. c. d.
12			
13			a. b. c. d.
14			a. b. c. d.
15			a. b. c. d.

TPM ANSWER SHEET

Indicator	Rating 1	Rating 2	Rationale
1			
2			
3			
4			
5			a. b. c. d.
6			a. b. c. d.
7			a. b. c. d.
8			a. b. c. d.

Indicator	Rating	Rating 2	Rationale
9			a. b. c. d.
10			a. b. c. d.
11			a. b. c. d.
12			
13			a. b. c. d.
14			a. b. c. d.
15			a. b. c. d.

Directions for Using the Standard Interview Questions

After you have studied the portfolio, you must interview the teacher to ascertain some of the information needed to rate the *Teaching Plans and Materials Instrument* (TPM). The Standard Interview Questions have been designed to provide a uniform approach to this interview; these questions are to be used as a guide to aid the data collector in formulating questions for the interview. Refer to the questions (found on the following pages) for the remainder of this discussion.

Before you begin the interview, rate Indicators 1 - 5. These indicators may be rated almost solely from information found in the portfolio. Should you need clarification on any of this information before you rate one of these indicators, make a note to ask a question about it during the interview.

After you have rated Indicators 1 - 5, one more task must be completed before you begin the interview. For Indicators 6 - 15, some of the information needed to rate the descriptors must be found in the portfolio and some will be secured only by questioning. When the information must be found in the portfolio, the descriptor is marked with an asterisk. While you are studying the portfolio, locate the information needed to rate these asterisked descriptors. If it is not present, mark the space on the Standard Interview Questions labeled "Not present." You will not need to ask a question about that descriptor. If you find the information and understand its use or purpose, mark the space on the Standard Interview Questions labeled "Present, credit given." If you find the information, but are uncertain about its use or purpose, mark the space on the Standard Interview Questions labeled "Present, clarify."

You will need to ask a question during the interview about that descriptor. Follow this procedure for all of the descriptors marked with an asterisk, so that before you begin the interview you will know which questions need to be asked and which can be omitted.

After you have rated Indicators 1 - 5 and located the information for the descriptors marked with an asterisk, you are ready to begin the interview. Begin by asking any questions that are needed to clarify Indicators 1 - 5 (if clarification is needed). Then ask questions about the remaining indicators. For descriptors not marked with an asterisk, information must be secured by questioning.

The recommended procedures for interviewing involves five steps.

1. Ask a broad question which encompasses the intent of the indicator.

2. Determine if the response yields sufficient information to rate all the descriptors for that indicator.

3. Ask specific questions pertaining to the descriptors for which you do not have sufficient information.

4. If any of the descriptors are marked, "Present, clarify" and have not yet been clarified, ask a specific question.

5. After all the information needed to rate an indicator has been obtained, proceed to the next indicator in like fashion, until all of the information needed to rate the TPM indicators has been secured.

The Standard Interview Questions may be used to guide you in formulating each of these questions. You may use them verbatim, rephrase them, or add to or delete from the list as the circumstances require.

Standard Interview Questions

Ask questions on Indicators 1 - 5 as needed for clarification. Then ask questions on all descriptors which are not asterisked and descriptors which are asterisked if clarification is needed.

6. When planning instruction, are you able to take into account the differences in your students' abilities? If so, how?

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you use information on your students' past performance in planning instruction?

Differentiated assignments

Present, credit given _____
Present, clarify _____
Not present _____

*b. Why have you planned these different assignments?

Differentiated materials

Present, credit given _____
Present, clarify _____
Not present _____

*c. Why have you planned to use these different materials?

Remedial or enrichment activities *d. Do you use remedial or enrichment activities with your students?

Present, credit given _____
Present, clarify _____
Not present _____

7. When planning instruction, are you able to take into account your students' learning styles? If so, how?

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

Differentiated materials *a. Why have you planned these different materials?

Present, credit given _____
Present, clarify _____
Not present _____

Different presentation methods *b. Why have you planned different methods of presenting the information to your students?

Present, credit given _____
Present, clarify _____
Not present _____

Options *c. Do students choose which way they may work on an assignment?

Present, credit given _____
Present, clarify _____
Not present _____

d. How do you determine which resources and procedures to use with your students to meet their learning styles?

8. When planning instruction, are you able to take into account the differences in your students' rates of learning? If so, how?

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you allow students to work at their own pace some of the time?

If yes, ask: Could you give me an example?

b. What kinds of provisions do you make for students who work more slowly than others?

*c. When students finish their work early, what do they do?

Enrichment Activities

Present, credit given _____
Present, clarify _____
Not present _____

Differentiated objectives

*d. Do all learners have to master the same objectives?

Present, credit given _____
Present, clarify _____
Not present _____

9. How do you evaluate student progress?

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

Pre-assessment

*a. How do you use the information you gather from your pre-assessment of the students?

Present, credit given _____
Present, clarify _____
Not present _____

Progress checks

*b. How do you evaluate your students throughout the unit?

Present, credit given _____
Present, clarify _____
Not present _____

Summative evaluation

*c. Do you evaluate your students at the end of a unit of study?

If so, how?

Present, credit given _____
Present, clarify _____
Not present _____

Progress chart

Present, credit given _____
Present, clarify _____
Not present _____

*d. Do you keep track of individual progress on each objective?

If so, how?

10. How do you let students know where they stand on their work in your class?

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you help students identify areas in which they are having difficulty?

Progress checks

Present, credit given _____
Present, clarify _____
Not present _____

*b. What do you do to help students assess their own progress during a unit of study?

Summative evaluation

Present, credit given _____
Present, clarify _____
Not present _____

*c. Do you give students information on how they do on the end-of-unit evaluations?

d. Do you meet with students individually to discuss their problems?

If yes, could you give me an example?

11. Do you obtain information about your students' characteristics, background, or previous performance?

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you gather information on the entire class?

If yes, ask:

b. How do you use this information to meet the needs of the class? Could you give me an example?

c. Do you ever use the cumulative folders to gather information on particular learner problems?

If yes, ask:

d. How do you use this information to help the learner? Could you give me an example?

12. Have you referred any of your learners to a specialist?

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

If no, ask:	Why have you not referred anyone?
If no problems, ask:	What problems have you looked for?
If referrals made, ask:	Could you give me an example of a referral you have made?
If example given, ask:	How have you followed up on these referrals?
If no follow-up, stop. If follow-up, ask:	How have you used the information from the specialist to help the child in your class?

13. Have you met with parents or other teachers to determine how to work with specific learner problems?

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you ever meet with other teachers to discuss particular students and their specific problems?

If yes, ask: Could you give me an example?

If example given, ask:

b. How do you use this information to help the child in your class?

c. Do you talk with parents about their children?

If yes, ask: Could you give me an example?

d. Do you give parents advice on how they can help their children at home?

If yes, ask: Could you give me an example?

14. What type of information do you use to assess your own effectiveness in the classroom?

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. How do you take into account your students' performance in assessing your effectiveness on an instructional unit?

Learner questionnaires

Present, credit given _____
Present, clarify _____
Not present _____

*b. How do you use the information you gather from questionnaires to determine your effectiveness?

c. Do you gather information on your effectiveness from peers or administrators?

If yes, ask: Could you give me an example?

d. Do you use checklists, audio recorders, or videotapes to determine your effectiveness?

15. What sorts of revisions have you made in your teaching so far? What has been the basis for these revisions?

(Determine which descriptors the initial answer covers, mark those, then ask questions on any descriptors not covered to secure all necessary information.)

a. Do you ever make changes during a lesson?

If yes, ask: Could you give me an example?

b. After teaching a lesson, have you ever found it necessary to go back the next day and reteach it using different methods or materials?

If yes, ask: Could you give me an example?

c. Have you ever changed your plans for an upcoming unit because the techniques or methods used in a previous unit were ineffective?

If yes, ask: Could you give me an example?

d. Do you plan to make changes in any of your units when you teach them next year?

If yes, ask: Could you give me an example?

Model Interview:
Third Grade Mathematics

The videotape you are about to see is a simulated interview of a teacher by a data collector. The tape is divided into two segments: (1) the initial meeting and (2) the actual interview. During the initial meeting the data collector answers questions the teacher may have about the assessment process and sets a date to pick up the completed portfolio. The interview with the teacher enables the data collector to clarify points of confusion concerning the plans, materials, and procedures and to obtain additional information which is needed to complete the *Teaching Plans and Materials Instrument* but is not readily discernible from the plans. You may want to compare the questions the data collector asks to the Standard Interview Questions.

As you view the tape, note the following:

1. What are the purposes of the initial meeting?

2. Describe the data collector's demeanor throughout the interview.

3. Discuss the questions posed by the interviewer to elicit the needed information.

Study the following plans found in the manual, *A Set of Plans for Practice Rating*.

Third Grade Mathematics, pages 11-26

Decisions Simulation

The videotape you are about to watch is a simulated interview of a teacher by a data collector. Unlike the previous simulated interview, it is not designed to illustrate model behavior, but to stimulate discussion.

The tape is divided into seven segments. Before viewing each segment, read the questions which correspond to the segment you are about to watch. After you observe each segment, note the answers to the questions in the space provided. You will be asked to discuss these questions before the segment begins. Be particularly observant as each scene will be shown only once.

The lesson plans which are being assessed may be found in the manual *A Set of Plans for Practice Rating*. Please take a few minutes to study the following plans before viewing the tape.

Decisions Simulation, pages 137-142

READ THE FOLLOWING PAGE BEFORE VIEWING SEGMENT ONE.

Segment One

This segment represents the initial meeting of a data collector with a teacher who is to be assessed.

1. How do you think the teacher felt before the meeting?

2. How do you think the teacher felt at the end of the meeting?

3. List some comments the data collector might have made to put the teacher at ease.

4. What were the important points that the data collector brought out in this initial meeting?

READ THE FOLLOWING PAGE BEFORE VIEWING SEGMENT TWO.

Segment Two

This segment of the interview shows the data collector trying to elicit information to rate Indicator 1 (specifies and selects learner objectives). Note that information regarding Indicator 14 (effectiveness of instruction) and 15 (revises instruction) also is pursued.

1. Should the data collector express his personal feelings concerning the teacher's plans and materials? Why or why not?

2. Did the data collector need to question the teacher to make a rating on Indicator 1? Why or why not?

3. Are the objectives expressive encounters?

4. "How do you intend to measure whether or not you have been successful?" is one question asked. Could Indicator 14 be rated now? What sort of follow-up questions need to be asked?

5. "If you use a questionnaire and get negative feedback, what will you do?" Was it necessary to ask this question? Why or why not?

6. Do you think it is proper to "make a rating" in front of a teacher?

READ THE FOLLOWING PAGE BEFORE VIEWING SEGMENT THREE.

Segment Three

This segment shows the data collector trying to clarify information in the plans so that ratings on Indicators 2 - 6 may be given.

1. In this segment the data collector performs an objective-by-objective, procedure-by-procedure critique of the teacher's plans. How appropriate is this method?

2. Are all the questions and comments necessary to complete the instrument? Why or why not?

3. Note the teacher's responses to the following questions:

   "Do you think the poem will be beyond the interpretive abilities of the eighth graders?"

   "Will you structure the class to permit flexibility?"

   "If I came in and asked a kid for examples of connotation, would he be able to give one?"

   How might these questions be reworded to gain more information?

4. At least two questions are made regarding pupil assessment. "How accurately will you be able to arrive at pass/fail?" "How will you know if they're learning?" Note the teacher's responses. Will they help in rating Indicator 4?

READ THE FOLLOWING PAGE BEFORE VIEWING SEGMENT FOUR.

Segment Four

In this portion of the tape, the data collector is trying to obtain information on Indicators 6, 7, and 8.

1. List some specific questions asked by the data collector. Are these sufficient for rating these indicators? Why or why not?

2. Identify the questions asked for each indicator. What questions would you have asked for these indicators?

3. The teacher mentions that she has prepared other materials to be used with the unit and that the data collector is welcome to come observe them while she is teaching the unit. Could he give her credit for them? Why or why not?

READ THE FOLLOWING PAGE BEFORE VIEWING SEGMENT FIVE.

Segment Five

In this segment, the data collector is seeking information on how the teacher obtains information about the needs and progress of students (Indicators 9 - 11).

1. Does the teacher use information from cumulative records or other teachers to find information regarding past achievement of the learners?

2. In this segment the interviewer allows his personal bias to influence his rating on Indicator 11. How will this bias affect the rating on the instrument?

3. Why does the data collector ask, "Do you have a chance to meet individually with Johnny and say, 'This is what you need'"?

4. What other questions need to be asked before you can rate Indicator 10?

READ THE FOLLOWING PAGE BEFORE VIEWING SEGMENT SIX.

Segment Six

The data collector is attempting to determine how the teacher deals with students who have special problems (Indicators 12 and 13). Additional information about Indicators 14 and 15 is also obtained.

1. What questions would you, as an interviewer, ask to elicit information on these indicators?

2. The interviewer poses a hypothetical situation about a student with a problem. Is it appropriate to pose such situations? What would have been a better way to obtain information?

3. What other question needs to be asked before Indicator 13 can be rated?

4. What additional information regarding Indicators 14 and 15 is obtained? What necessary information is still lacking?

READ THE FOLLOWING PAGE BEFORE VIEWING SEGMENT SEVEN.

Segment Seven

In this portion of the tape, the data collector is wrapping up the interview.

1. How would you change the way the interview was concluded?

2. What is one thing the interviewer should do before leaving?

Fishbowl

The "fishbowl" activity in which you are about to participate is designed to provide you with practice in developing interview questions and experience in conducting an interview. The interview is necessary to obtain information which cannot be found in the portfolio, but is needed to complete the *Teaching Plans and Materials Instrument* (TPM).

The group will be divided into five small groups, with each group being responsible for developing questions on the indicators within an assigned competency. For example, the first group will be responsible for beginning the interview and then asking any questions which need to be asked before it is possible to rate the indicators in the first competency. Few questions will probably be necessary for this competency, as most of the information for rating Indicators 1 - 5 comes from the portfolio; however, some of this information may need to be clarified. The second group will be responsible for developing questions on the second competency which comprises Indicators 6 - 8, and so on.

Your trainer will be familiar with the plans you are studying and will play the role of the teacher who prepared the plans. The trainer will respond to your questions much as the actual teacher would. After all the questions on a competency have been asked, the group will discuss the questions which were asked to determine whether sufficient information was elicited.

While planning your questions, refer to the Standard Interview Questions. These questions will guide you in determining the kinds of questions you need to ask. You may ask them verbatim, rephrase them, add to or delete from the list as seems appropriate.

The plans you will be using in the two fishbowl activities may be found in the manual, *A Set of Plans for Practice Rating*. Study the plans before you begin to develop your questions.

Second Grade Reading, pages 5 - 10
Ninth Grade Science, pages 105 - 114

Practice Administration

Now that you have studied the *Teaching Plans and Materials Instrument* (TPM) and are familiar with the interview process, you will have the opportunity to practice rating a portfolio and an interview.

The group will be divided into teams of two members each. You will each be assigned a portfolio to study. Study the portfolio and develop the questions you want to ask during the interview. To enable you to practice your interview technique, you will ask your partner the questions you have devised. Your partner will respond to you from the Interview Information which accompanies your set of lesson plans. (The Interview Information may be found directly following the portfolio.) Following the interview, rate the responses and complete the TPM.

After you have completed your portfolio, you and your partner will switch roles. You will need to play the role of the teacher and respond to your partner's questions from the Interview Information which accompanies the portfolio he is assessing. After the group has finished, ratings for each portfolio will be discussed.

Use the answer sheet on the next page for this activity. The plans that you are to study may be found in the manual, *A Set of Plans for Practice Rating*. You will study one of the following plans and your partner will study the other:

Fourth Grade History, pages 27-46
Ninth Grade Social Studies, pages 115-136

TPM ANSWER SHEET

Indicator	Rating 1	Rating 2	Rationale
1			
2			
3			
4			
5			a. b. c. d.
6			a. b. c. d.
7			a. b. c. d.
8			a. b. c. d.

Indicator	Rating	Rating 2	Rationale
9			a. b. c. d.
10			a. b. c. d.
11			a. b. c. d.
12			
13			a. b. c. d.
14			a. b. c. d.
15			a. b. c. d.

Additional Practice

If you feel that you yet need practice in rating the *Teaching Plans and Materials Instrument* (TPM), two extra portfolios are available for this purpose.

As before, study the lesson plans and rate Indicators 1 - 5. Then read the Interview Information which follows the lesson plans before you complete the TPM.

You may work independently or with a partner for this activity. Record your ratings on the answer sheets which follow.

The plans used in this activity may be found in the manual, *A Set of Plans for Practice Rating*.

Eighth Grade Art, pages 69-86.
Ninth Grade Consumer Economics, pages 235-269.

TPM ANSWER SHEET

Indicator	Rating 1	Rating 2	Rationale
1			
2			
3			
4			
5			a. b. c. d.
6			a. b. c. d.
7			a. b. c. d.
8			a. b. c. d.

Indicator	Rating 1	Rating 2	Rationale
9			a. b. c. d.
10			a. b. c. d.
11			a. b. c. d.
12			
13			a. b. c. d.
14			a. b. c. d.
15			a. b. c. d.

TPM ANSWER SHEET

Indicator	Rating 1	Rating 2	Rationale
1			
2			
3			
4			
5			a. b. c. d.
6			a. b. c. d.
7			a. b. c. d.
8			a. b. c. d.

Indicator	Rating 1	Rating 2	Rationale
9			a. b. c. d.
10			a. b. c. d.
11			a. b. c. d.
12			
13			a. b. c. d.
14			a. b. c. d.
15			a. b. c. d.

Evaluation

Before an actual assessment of a teacher is conducted with the *Teacher Performance Assessment Instruments*, it is necessary to establish that the data collector can in fact administer the instruments properly and make accurate ratings on each indicator. A trainee's ability to administer and rate each instrument must therefore be evaluated. The materials which will be used in the evaluation process have been reviewed by a panel who determined the "best" rating for each indicator. Each person's answer sheet will be compared to this standard for evaluation.

To enable you to rate the *Teaching Plans and Materials Instrument* (TPM), you will examine a portfolio which was prepared by a teacher who was participating in the assessment process. All materials which are required in the portfolio should be contained within this portfolio. You should study the lesson plans and ancil ry materials. Rate the indicators which can be rated by studying the portfolio. To complete the remaining indicators, you must interview the teacher who prepared the plans. You will interview your trainer who will be role-playing as the teacher. Your trainer will respond to your questions from a predetermined set of responses. You will make a rating based on the responses which are made.

Use the answer sheet on the next page for your evaluation. After you have completed the TPM turn your answer sheet in to your trainer. Your ratings will be compared to the ratings made by the panel to determine if you have met an acceptable level of accuracy.

TPM ANSWER SHEET

Indicator	Rating 1	Rating 2	Rationale
1			
2			
3			
4			
5			a. b. c. d.
6			a. b. c. d.
7			a. b. c. d.
8			a. b. c. d.

Indicator	Rating	Rating 2	Rationale
9			a. b. c. d.
10			a. b. c. d.
11			a. b. c. d.
12			
13			a. b. c. d.
14			a. b. c. d.
15			a. b. c. d.

TPM ANSWER SHEET

Indicator	Rating 1	Rating 2	Rationale
1			
2			
3			
4			
5			a. b. c. d.
6			a. b. c. d.
7			a. b. c. d.
8			a. b. c. d.

Indicator	Rating	Rating 2	Rationale
9			a. b. c. d.
10			a. b. c. d.
11			a. b. c. d.
12			
13			a. b. c. d.
14			a. b. c. d.
15			a. b. c. d.

CHAPTER THREE

LEARNING TO USE THE

CLASSROOM PROCEDURES AND *INTERPERSONAL SKILLS INSTRUMENTS*

Objectives

1. After an explanation of the procedures for administering the *Classroom Procedures* and *Interpersonal Skills Instruments*, the trainee will report the conditions of use for both instruments as specified in the manual.

2. Using the vocabulary in the *Classroom Procedures Instrument* (CP), the trainee will be able to describe and distinguish between:

   - those instructional techniques and materials which are appropriate to the learner and the objectives and those which are not
   - a teacher who communicates with learners and one who does not
   - a teacher who demonstrates a repertoire of teaching methods and one who does not
   - a teacher who reinforces and encourages learner involvement in instruction and one who does not
   - a teacher who demonstrates an understanding of the subject being taught and one who does not
   - a teacher who organizes time, space, materials, and equipment for instruction and one who does not

3. Using the vocabulary and indicators in the *Interpersonal Skills Instrument* (IS), the trainee will be able to describe and distinguish between:

   - a teacher who demonstrates enthusiasm for teaching and learning and the subject being taught and one who does not
   - a teacher who helps learners to develop positive self concepts and one who does not
   - a teacher who appropriately manages classroom interaction and one who does not.

4. Upon completion of these activities, the trainee will view a classroom videotape and achieve an acceptable level of accuracy on both the CP and IS.

Conditions of Use

Before you begin to study the *Classroom Procedures* and *Interpersonal Skills Instruments*, you should be fully congnizant of the purpose for which each instrument is designed and the conditions under which each instrument is to be administered. This information may be found in the *Teacher Performance Assessment Instruments* at the beginning of each instrument.

Study the introductory page of each instrument, keeping in mind the following questions. Note the answer to each question in the space provided.

1. What is the purpose of administering this instrument?

2. Who completes the instrument?

3. Are special materials needed before the assessment can be conducted?

4. Do I need to observe the teacher in a classroom situation before I can complete the instrument?

Directions for Watching Videotapes

Before rating the *Classroom Procedures* (CP) and *Interpersonal Skills* (IS) *Instruments*, the data collector and *all* other data sources must observe the teacher for at least one class period. Hence, learning to use these instruments requires that data collector trainees view actual classroom situations during the training period. For discussion purposes, it is beneficial for all data collector trainees to observe the same teacher. Finding teachers who are willing to be observed by an entire group of prospective data collectors is oftentimes difficult. Therefore, videotapes of teachers in actual classroom situations have been developed.

The tapes are intended to be used as exercises for rating teachers' classroom performance and their interpersonal skills. Both student and beginning teachers were invited to participate in the project. They were provided draft copies of the assessment instruments. These instruments were then discussed with them in much the same way as a data collector or college supervisor would explain the process to a teacher who is about to be assessed.

Teachers were told to prepare as they would if they were to be evaluated. Each teacher provided lesson plans (which range in length from one to seven days) and a description of the group of students in the class. Then on the day when the teacher would normally be observed, rather than having a data collector come, camera crews came to the classroom and videotaped the lesson which was taught. The videotapes were edited to reduce the length of the lesson; however, every effort was made to avoid interfering with the continuity of the lesson.

Examination of the Instruments

The activity in which you are about to participate was designed to enable you to study the *Classroom Procedures* (CP) and *Interpersonal Skills* (IS) *Instruments*. Both of these instruments are completed following an observation of the teacher in the classroom. To simulate this observation, you will watch a videotaped lesson.

The instruments have been divided into two clusters. You will study one cluster at a time. The indicators and Commentary included with each cluster are found in the manual, *A Handbook for Interpretation*. For each cluster, you will view at least one classroom videotape. Study the lesson plans, view the tape, and complete the instruments. After rating each videotape, the group will discuss the ratings for each indicator. Use the answer sheets found on the following pages for rating the videotapes in this activity.

Your instructor will select one of the plans suggested below for you to use. Study the following plans before viewing the videotapes. These plans may be found in the manual, *A Set of Plans for Practice Rating*.

Plans for Cluster I:

Primary, pages 151-154
Eleventh Grade Science, pages 173-174

Plans for Cluster II:

Seventh Grade Mathematics, pages 161-167
Sixth Grade Social Science, pages 155-160

CLUSTER I ANSWER SHEET

Indicator	Rating 1	Rating 2	Rationale
CP 1			a. b. c. d.
CP 2			
CP 3			
CP 4			
CP 5			
CP 6			
CP 7			
CP 8			a. b. c. d.

Indicator	Rating 1	Rating 2	Rationale
CP 16			
CP 17			a. b. c. d.
IS 1			a. b. c. d.
IS 2			a. b. c. d.
IS 3			a. b. c. d.
IS 4			a. b. c. d.
IS 5			a. b. c. d.
IS 6			a. b. c. d.

CLUSTER I ANSWER SHEET

Indicator	Rating 1	Rating 2	Rationale
CP 1			a. b. c. d.
CP 2			
CP 3			
CP 4			
CP 5			
CP 6			
CP 7			
CP 8			a. b. c. d.

Indicator	Rating 1	Rating 2	Rationale
CP 16			
CP 17			a. b. c. d.
IS 1			a. b. c. d.
IS 2			a. b. c. d.
IS 3			a. b. c. d.
IS 4			a. b. c. d.
IS 5			a. b. c. d.
IS 6			a. b. c. d.

CLUSTER II ANSWER SHEET

Indicator	Rating 1	Rating 2	Rationale
CP 9			
CP 10			
CP 11			a. b. c. d.
CP 12			a. b. c. d.
CP 13			
CP 14			
CP 15			a. b. c. d.
CP 18			

Indicator	Rating 1	Rating 2	Rationale
CP 19			a. b. c. d.
CP 20			a. b. c. d.
IS 7			a. b. c. d.
IS 8			a. b. c. d.
IS 9			a. b. c. d.
IS 10			a. b. c. d.

CLUSTER II ANSWER SHEET

Indicator	Rating 1	Rating 2	Rationale
CP 9			
CP 10			
CP 11			a. b. c. d.
CP 12			a. b. c. d.
CP 13			
CP 14			
CP 15			a. b. c. d.
CP 18			

Indicator	Rating 1	Rating 2	Rationale
CP 19			a. b. c. d.
CP 20			a. b. c. d.
IS 7			a. b. c. d.
IS 8			a. b. c. d.
IS 9			a. b. c. d.
IS 10			a. b. c. d.

Practice Administration

Now that you have learned how to use the *Classroom Procedures* (CP) and *Interpersonal Skills* (IS) *Instruments*, you will be given an opportunity to practice rating some teachers before attempting an actual assessment.

Study the portfolio or plans that accompanies the videotaped lesson you will be viewing. The portfolio was prepared by the teacher whom you will see "in action" on the videotape. Observe the teacher conducting the lesson. Then read each indicator and its scale descriptors and determine what rating best describes the teaching performance. Use the answer sheets on the following pages to record your ratings.

After you have completed your ratings, compare them to the appropriate Scoring Rationale. Discrepancies might indicate that you were too generous or too stringent. If you have discrepancies, read the indicators and descriptors to see where you may need to adjust your ratings. You should discuss ratings with a colleague; however, try to avoid working with the same colleague on each practice.

The plans which accompany the videotapes are found in the manual, *A Set of Plans for Practice Rating*. Review the plans before you view the videotape.

Kindergarten, pages 147-150
Ninth Grade Consumer Economics, pages 235-269

CP ANSWER SHEET

Indicator	Rating 1	Rating 2	Rationale
1			a. b. c. d.
2			
3			
4			
5			
6			
7			
8			a. b. c. d.

Indicator	Rating 1	Rating 2	Rationale
9			
10			
11			a. b. c. d.
12			a. b. c. d.
13			
14			
15			a. b. c. d.
16			

Indicator	Rating 1	Rating 2	Rationale
17			a. b. c. d.
18			
19			a. b. c. 1.
20			a. b. c. d.
IS ANSWER SHEET			
1			a. b. c. d.
2			a. b. c. d.
3			a. b. c. d
4			a. b. c. d.

Indicator	Rating 1	Rating 2	Rationale
5			a. b. c. d.
6			a. b. c. d.
7			a. b. c. d.
8			a. b. c. d.
9			a. b. c. d.
10			a. b. c. d.

CP ANSWER SHEET

Indicator	Rating 1	Rating 2	Rationale
1			a. b. c. d.
2			
3			
4			
5			
6			
7			
8			a. b. c. d.

Indicator	Rating 1	Rating 2	Rationale
9			
10			
11			a. b. c. d.
12			a. b. c. d.
13			
14			
15			a. b. c. d.
16			

Indicator	Rating 1	Rating 2	Rationale
17			a. b. c. d.
18			
19			a. b. c. d.
20			a. b. c. d.
IS ANSWER SHEET			
1			a. b. c. d.
2			a. b. c. d.
3			a. b. c. d.
4			a. b. c. d.

Indicator	Rating 1	Rating 2	Rationale
5			a. b. c. d.
6			a. b. c. d.
7			a. b. c. d.
8			a. b. c. d.
9			a. b. c. d.
10			a. b. c. d.

Additional Practice

If you feel that you yet need practice in rating the *Classroom Procedures* (CP) and *Interpersonal Skills* (IS) *Instruments*, an additional tape is available for this purpose. You may work on it independently or with a partner.

Before viewing the tape, remember to study the lesson plans which accompany the lesson. Then follow the same procedure that you have used previously: view the taped lesson and complete the CP/IS instruments. Use the answer sheets on the following pages to record your ratings. Your trainer will provide you with the appropriate Scoring Rationale after you have finished.

The plans are found in the manual, *A Set of Plans for Practice Rating*. Review them before you view the videotape.

Ninth Grade English, pages 167-173

CP ANSWER SHEET

Indicator	Rating 1	Rating 2	Rationale
1			a. b. c. d.
2			
3			
4			
5			
6			
7			
8			a. b. c. d.

Indicator	Rating 1	Rating 2	Rationale
9			
10			
11			a. b. c. d.
12			a. b. c. d.
13			
14			
15			a. b. c. d.
16			

Indicator	Rating 1	Rating 2	Rationale
17			a. b. c. d.
18			
19			a. b. c. d.
20			a. b. c. d.
IS ANSWER SHEET			
1			a. b. c. d.
2			a. b. c. d.
3			a. b. c. d.
4			a. b. c. d.

Indicator	Rating 1	Rating 2	Rationale
5			a. b. c. d.
6			a. b. c. d.
7			a. b. c. d.
8			a. b. c. d.
9			a. b. c. d.
10			a. b. c. d.

Evaluation

Before an actual assessment of a teacher is conducted with the *Teacher Performance Assessment Instruments*, it is necessary to establish that the data collector can in fact administer the instruments properly and make accurate ratings on each indicator. A trainee's ability to administer and rate each instrument must, therefore, be evaluated. The materials which will be used in the evaluation process have been rated by a panel and the ratings for each indicator have been determined by it. Each person's answer sheet will be compared to this standard for evaluation.

To rate the *Classroom Procedures* (CP) and *Interpersonal Skills* (IS) *Instruments* it is necessary to observe a teacher in a classroom situation. You will be asked to view a videotaped lesson which is taught by the teacher who developed the portfolio you rated for your TPM evaluation.

You may wish to look over the portfolio again to refresh your memory before viewing the tape. After you view the tape, complete the two instruments. Use the answer sheets on the following pages to record your rating. Turn your answer sheets in to your trainer. Your ratings will be compared to the ratings made by the panel to determine if you have met an acceptable level of accuracy.

CP ANSWER SHEET

Indicator	Rating 1	Rating 2	Rationale
1			a. b. c. d.
2			
3			
4			
5			
6			
7			
8			a. b. c. d.

Indicator	Rating 1	Rating 2	Rationale
9			
10			
11			a. b. c. d.
12			a. b. c. d.
13			
14			
15			a. b. c. d.
16			

Indicator	Rating 1	Rating 2	Rationale
17			a. b. c. d.
18			
19			a. b. c. d.
20			a. b. c. d.
IS ANSWER SHEET			
1			a. b. c. d.
2			a. b. c. d.
3			a. b. c. d.
4			a. b. c. d.

Indicator	Rating 1	Rating 2	Rationale
5			a. b. c. d.
6			a. b. c. d.
7			a. b. c. d.
8			a. b. c. d.
9			a. b. c. d.
10			a. b. c. d.

CP ANSWER SHEET

Indicator	Rating 1	Rating 2	Rationale
1			a. b. c. d.
2			
3			
4			
5			
6			
7			
8			a. b. c. d.

Indicator	Rating 1	Rating 2	Rationale
9			
10			
11			a. b. c. d.
12			a. b. c. d.
13			
14			
15			a. b. c. d.
16			

Indicator	Rating 1	Rating 2	Rationale
17			a. b. c. d.
18			
19			a. b. c. d.
20			a. b. c. d.
IS ANSWER SHEET			
1			a. b. c. d.
2			a. b. c. d.
3			a. b. c. d.
4			a. b. c. d.

Indicator	Rating 1	Rating 2	Rationale
5			a. b. c. d.
6			a. b. c. d.
7			a. b. c. d.
8			a. b. c. d.
9			a. b. c. d.
10			a. b. c. d.

CHAPTER FOUR

LEARNING TO SCORE YOUR ANSWER SHEETS

Scoring Procedures

Scoring is used to measure how reliably a trainee assesses a set of plans with the *Teaching Plans and Materials Instrument* (TPM) and rates a teaching performance using the *Classroom Procedures* and *Interpersonal Skills Instruments* (CP/IS). Reliability is measured by comparing the trainee's ratings of plans and classroom observation (via videotape) to a standard rating for the plans and taped lesson.

A score of 0, 1, or 2 is given for each indicator rating. The standard rating is described as a whole number corresponding to one of the descriptor scale points. For each indicator the trainee should list the best rating, the first choice, and the rating of second choice. When the trainee's ratings are compared to the standard ratings, two points are awarded if the first choice matches the standard. One point is awarded if the second choice matches the standard. No points are awarded if neither the first nor the second choice matches the standard rating.

In some instances a void, X, blank, NR, or some similar "non-rating" is the most appropriate choice. In these cases, the X is treated as a numerical rating in tabulating the trainee's score.

In some instances the standard score is actually two scores, such as 3/4. In these instances the trainee's first choice must correspond to one of these two ratings. Two points can be awarded, but no provision is made for a second choice.

CP Indicator 14 is not to be scored in determining whether or not a trainee is to be passed on the evaluation exercise. The standard rating is provided, however, so that the trainee can receive feedback.

Samples of these procedures are illustrated below:

Trainee's First Choice	Trainee's Second Choice	Standard Rating	Score
5	4	5	____
4	5	5	____
4	3	5	____
4	X	X	____
X	4	X	____
X	3	3	____
X	3	4	____
3	4	3/4	____
4	5	3/4	____
5	4	3/4	____

Satisfactory total scores for the three instruments are listed below:

Teaching Plans and Materials Instrument 19

Classroom Procedures Instrument 24

Interpersonal Skills Instrument 13

CHAPTER FIVE

PRACTICING WITH THE INSTRUMENTS IN A SCHOOL SETTING

School Practice Activities

The various simulated activities which you have undertaken in the training program provide important background for effective assessment. However, concentrating on small aspects of the whole process does not present an accurate picture. Therefore, in-the-school practice sessions where the data collector actually administers the *Teacher Performance Assessment Instruments* (TPAI) are essential. Three options are presented. Your trainer will probably help you make the decision about how to proceed.

Whichever option your trainer chooses to use, your tasks will include the following:

1. Review the plans you have received.
2. Visit the teacher at the appointed time to discuss plans and complete the *Teaching Plans and Materials Instrument*. Each rater may ask questions during the interview, but the ratings should be made independently. Confirm times for Steps 3 and 4.
3. Return to the class to observe the teacher working with the class and complete the *Classroom Procedures* and *Interpersonal Skills Instruments*.
4. Administer the *Student Perceptions Instrument* to a small number of students (four to six).
5. Collect the forms completed by the administrator and colleague.
6. Compile the data and plot the necessary profiles. Each data collector should work independently in developing profiles.
7. Reconvene at the appointed time to evaluate your project.

Option One

Arrange with one of your counterparts in the workshop to conduct assessments on each other. Each of you should notify your principal of your intention to pursue this option. Then the data collector can contact the principal and proceed with the entire process with the

exception of the introductory group meeting which is unnecessary in this instance.

If this procedure is followed your assessment should be completed by the time specified by your workshop trainer. You will use the data you collect in a subsequent session.

Option Two

Your trainer will inform you of arrangements that have been made for you to conduct an assessment in a nearby school. The teachers who are participating have already been informed of your visit, and all preliminary instructions given. In fact, the principal and senior colleague have already completed their portions of the necessary instruments.

You will observe in groups of three or four. After you have rated the teacher, you will discuss your ratings within the group.

Option Three

Much less desirable is conducting an assessment on a willing colleague (with the approval of an administrator). Complete the entire process and return to a follow-up workshop session for discussion. This option might be recommended in addition to one of the two above.

CHAPTER SIX

LEARNING TO

RECORD AND COMPILE DATA

The TPAI Assessment Process

The performance assessment of a beginning teacher is not complete until the data collected on the teacher has been processed and a performance profile interpreted to the teacher. For the teacher's profile to reflect accurately the ratings made during assessment, the data must be recorded and compiled with great care. To clarify relationships between assessment procedures and the recording and managing of data collected, the following question and answer section has been prepared.

1. Who is assessed?

   Beginning teachers in the state of Georgia are assessed for certification purposes with the *Teacher Performance Assessment Instruments* (TPAI).

2. How is data collected?

   The data collector obtains data for the demographic form from school records and from the teacher being assessed. For the *Teaching Plans and Materials Instrument* (TPM), data are collected by studying a portfolio prepared by the teacher and by interviewing the teacher. These data are collected by a trained data collector, a school administrator, and a colleague of the teacher. For the *Classroom Procedures* (CP) and *Interpersonal Skills* (IS) *Instruments*, data are collected by observation of the teacher in the classroom. Three data sources--the data collector, a school administrator, and a colleague of the teacher--collect this data. Data for the *Professional Standards Instrument* (PS) are collected by a school administrator and a colleague of the teacher. The data collector or the school administrator administers the *Student Perceptions Instrument* (SP) to all students in one of the teacher's classes.

Both the *Professional Standards Instrument* (PS) and the *Student Perceptions Instrument* (SP) are optional in an assessment of a beginning teacher.

3. How will the data be used?

Only data from the *Teaching Plans and Materials Instrument* (TPM) and the *Classroom Procedures* (CP) and *Interpersonal Skills* (IS) *Instruments* will be used for teacher certification. Data from the *Professional Standards Instrument* (PS) and the *Student Perceptions Instruments* (SP) are intended for staff development purposes only.

4. When does assessment take place?

The beginning teacher is assessed in the fall and again in the spring of the school year. The fall and spring assessments *both must include* data from the *Teaching Plans and Materials Instrument* (TPM) and the *Classroom Procedures* (CP) and *Interpersonal Skills* (IS) *Instruments*. The *Professional Standards Instrument* (PS) and the *Student Perceptions Instrument* (SP) may be administered once or twice during the school year. If the *Professional Standards* (PS) and *Student Perceptions* (SP) *Instruments* are administered only once during the school year, they should be administered during the middle of the school year.

5. What materials are needed for recording and compiling the assessment data?

The following materials are needed for recording and compiling data on one beginning teacher:

1. Response forms

   One TPAI 79-1
   Three TPAI 79-2
   Two TPAI 79-3 (optional)
   Enough TPAI 79-4 or TPAI 79-5 (optional) for all students in one class.

2. List of college codes found in Appendix A of this manual.

3. List of system and school codes in the state of Georgia.

4. Affirmation of Assessment Form to be completed by the teacher assessed.

5. Mailing envelopes: one for forms TPAI 79-1 and TPAI 79-2, and one for forms TPAI 79-3 and TPAI 79-4 or TPAI 79-5.

6. Where is data sent for processing?

Teacher assessment data is processed by the Teacher Assessment Project at the University of Georgia. Assessments are coordinated by 17 regional centers in Georgia. Data collectors are urged to send assessment data to their regional center, where it will be checked for accuracy and transmitted to the Data Processing Services unit of the Teacher Assessment Project.

7. How do the teachers learn about their ratings on the Teacher Performance Assessment Instruments (TPAI)?

Data Processing Services will print two computer profiles of each teacher's data. One profile will summarize ratings on the *Teaching Plans and Materials Instrument* (TPM), and the *Classroom Procedures* (CP) and *Interpersonal Skills* (IS) *Instruments*. The other profile will summarize ratings on the two optional instruments, the *Professional Standards Instrument* (PS) and the *Student Perceptions Instrument* (SP). Two copies of each profile will be mailed to the regional assessment center or school system from which the data was received. One copy will be retained by the

regional center, and the other will be sent to the school district where it will be interpreted to the teacher by a person who was not directly involved in the teacher's assessment.

Table 1 on the following page details the distribution of materials for an assessment of one beginning teacher. Please refer to this table for information for distributing materials to the persons who need to complete them. In reading the table, all of the potential data sources are listed at the top of each column. The various data collection devices are listed in the left-hand column. An "X" under a data source and across from an appropriate data collection device indicates the person that is responsible for collecting needed information.

Figure 1 illustrates a management chart for the collection of assessment data prior to having a profile of the teacher's performance prepared. The management chart should be maintained by the data collector responsible for coordinating beginning teacher assessments. First, the teacher's ID number should be entered. The recommended ID number is the teacher's social security number, though other unique nine-digit numbers may be used. Under TPAI 79-1, TPAI 79-2, and TPAI 79-3 are a series of letters. Each letter corresponds to the appropriate data source, i.e., A = data collector, B = administrator, C = colleague. As data collectors gather information from each of the data sources, they should check the appropriate blank under each assessment form.

Table 1

Materials Distribution Chart for the Assessment of a Beginning Teacher

Data Collection and Information Devices	Data Sources			
	Data Collector	School Administrator	Colleague	Students
TPAI 79-1	X			
TPAI 79-2	X	X	X	
TPAI 79-3		X	X	
TPAI 79-4 or TPAI 79-5		X	X	X
College Codes	X			
System and School Codes	X			
Affirmation of Assessment Form	X			

[1]Enough TPAI 79-4 and 79-5 response forms will be needed for each student in the beginning teacher's class.

[2]TPAI 79-4 is to be used with pupils in grades 3-6. TPAI 79-5 is used with pupils in grades 7-12.

Teacher ID Number	TPAI 79-1 A	TPAI 79-2 A	TPAI 79-2 B	TPAI 79-2 C	TPAI 79-3 B	TPAI 79-3 C	TPAI 79-4 (n)	Date Package Completed & Mailed*	Date Profile Received

Figure 1. Management Chart for the Collection of Assessment Data on Beginning Teachers.

*Note: Before mailing check *all* forms for completeness and accuracy.

Processing Assessment Data

Assessment data on any beginning teacher is processed only when the Data Processing Services unit of the Teacher Assessment Project (TAP) receives authorization to process that teacher's data. This authorization should be from a responsible authority (e.g., director of regional center or superintendent of a school system) who coordinates assessments from the teacher's school district. Personnel conducting assessments in each school district should explain the assessment process, along with the authorization for data processing, to the teachers being assessed. A sample authorization letter is printed in Appendix B of this manual. A copy of this letter or an original letter similar in content must be placed on file with the TAP office before TPAI data can be processed.

Response forms received by the TAP Data Processing Services unit can be processed only when the data received are complete and accurate. A complete assessment package will include the following response forms:

Form Number	Form Name	Quantity	Data Source
TPAI 79-1	Demographic Information Form	1	Data Collector (A)
TPAI 79-2	Teaching Plans, Procedures, and Skills	3	Data Collector (A) Administrator (B), and Colleague (C)

If the teacher is also assessed with the optional instruments, *Professional Standards* (PS) and *Student Perceptions* (SP), the data package will include the following response forms in addition to those listed above:

Form Number	Form Name	Quantity	Data Source
TPAI 79-3	Professional Standards	2	Administrator (B) and Colleague (C)
TPAI 79-4 or TPAI 79-5	Student Perceptions	one for each student in beginning teacher's class	Students in beginning teacher's class

All response forms must be completely and accurately coded. *Every item in Part 1 of each response form must be completed.* If the information in Part 1 of the form is incomplete, the computer program used for processing assessment data will reject the set of data on that form. When an incomplete package of data or incomplete or inaccurate response forms are received, the TAP Data Processing Services unit will return the forms to the person whose return address appears on the mailing envelope in which they were received. *No incomplete data packages or incomplete and inaccurate response forms will be processed by the TAP Data Processing Services unit.*

Any questions concerning the management of assessment data should be directed to your Regional Assessment Center or to the TAP Data Processing Services unit at the University of Georgia:

Teacher Assessment Project
Data Processing Services
College of Education
230 Fain Hall
University of Georgia
Athens, Georgia 30602

Completing the Response Forms

One of the most important concerns in using the *Teacher Performance Assessment Instruments* (TPAI) is following proper procedures for recording and reporting the data collected. Encompassed in these data are various bits of important information such as the teacher's ID number, system and school code, data collector ID number, date of assessment, and assessment activity.

Pay particular attention to the directions on the following pages. The data submitted when a teacher is assessed will be incorporated into that teacher's assessment profile. Data must be coded and submitted correctly, or the teacher's profile will be inaccurate. If incomplete data are submitted, the teacher's profile will be incomplete. Coding and submitting the complete data in the appropriate manner will ensure that the teacher assessed will receive an accurate profile soon after the forms are processed.

Form TPAI 79-1: Demographic Information Form

The data collector completes this form by obtaining information from the school records and from the teacher being assessed. Form TPAI 79-1 (Form 1) is a required part of a complete teacher assessment the first time a teacher is assessed. It need not be filled out during subsequent assessments. The following sections detail information requested on Form 1 and the procedures for coding this information on the response form. All responses on Form 1 are coded by writing numbers in appropriate boxes. These numbers should be clearly and legibly written so that they can be keypunched accurately.

Part 1 of TPAI 79-1. The following items comprise Part 1 of this form.

TPAI 79-1

TEACHER ASSESSMENT PROJECT

DEMOGRAPHIC INFORMATION RESPONSE FORM

PART 1

A. ID OF TEACHER ASSESSED	B. CODE		C. DATE		D. DATA COLLECTOR ID	E. OPTION
	SYSTEM	SCHOOL	MO.	YR.		
1 1 1 2 2 2 7 7 7	6 2 9	5 0 5 8	0 9	7 9	7 7 7 1 1 1 4 4 4	

PART 2

1.	3
2.	
3.	0 6 5 0
4.	0 6 0 0
5.	0 0 2 0

PART 3

1.	0 0 1 5 9 8	6.	1	11.	5
2.		7.	1	12.	2
3.	2	8.	2	13.	1
4.	1	9.	3	14.	0 9
5.	2	10.	2	15.	

TEACHER ASSESSMENT PROJECT
DATA PROCESSING SERVICES UNIT
216 FAIN HALL
UNIVERSITY OF GEORGIA
ATHENS, GEORGIA 30602

A. ID of teacher assessed. The teacher's social security number is the recommended ID number; however, the teacher assessed may choose to create a nine-digit ID number to be used for assessment purposes. *If a number is created, the teacher should use that same number for all subsequent assessments.* Write the nine-digit number (one number per box) from left to right on the response form. The sample ID of the teacher being assessed here is 111222777.

B. System and school code. A seven-digit code is required. The first three digits are the school system code and the next four digits are the individual school code. Obtain the teacher's system and school code from a copy of the 1979 Georgia Educational Directory. All systems in the state have a three-digit system code. The example included here is for Hillsman Middle School in Clarke County. The system code for Clarke County is 629 and the school code for the Hillsman Middle School is 5058; therefore, the code number written in Section B is 6295058.

C. Date. Enter the month and the year this assessment was conducted. The month must be a two-digit code and the year must be the last two digits of the year. For example, September, 1979, would be entered here as 0979.

D. Data collector ID. Data collectors completing this form should enter their ID number in these nine spaces. The social security number is the recommended ID number, but another nine-digit number may be created for assessment purposes. This ID number, however, should be used in all subsequent assessments.

E. Option. *Leave the spaces in this section blank.* This section is used only for special assessments requiring permission of the Teacher Assessment Project.

Part 2 of TPAI 79-1. This section contains five items which provide information about the school in which the teacher is assessed. They are completed through discussion with the teacher and/or a representative of the school's administration.

Item 1. This item provides for information regarding the census classification of the school system in which the teacher being assessed is teaching. Four classifications are used. The following is a guide for classifying the school district and for recording your response:

1. Metropolitan: central city. A school system which is within the city limits of the following cities: Atlanta, Augusta, Columbus, Savannah, Macon, or Albany. (Cities with population recorded in 1970 of 50,000 or more.)
2. Metropolitan: non-central city. A school system which is located in a standard metropolitan statistical area (SMSA) but is *not* located within the city limits of the central city. In Georgia, according to the 1970 census, such geographical areas include Bibb and Houston counties (Macon SMSA); Richmond County (Augusta SMSA); Muscogee and Chattahoochee counties (Columbus SMSA); Walker County (Chattanooga, Tenn. SMSA); and Dougherty County (Albany SMSA).
3. Urban. A school system which serves a city or town

with a population of 2,500 or more, but less than 50,000 (1970 census) and which is not part of a SMSA.

4. Rural. A school which serves a city or town with a population of less than 2,500 and is not part of a SMSA.

For example, Hillsman Middle School is in Athens, which has a population of less than 50,000 and is not part of a SMSA. So a code of 3 is recorded for Item 1 on the sample form.

Item 2. This item is to be answered for teachers teaching in secondary schools only. If the school is classified as comprehensive, mark 1; if it is other than comprehensive, mark 2.

Item 3. This item provides information concerning the pupil enrollment of the school. This figure should be provided by a responsible representative of the school's administration. Four spaces are provided for your response. If the school's pupil enrollment is 790, for example, record it as 0790.

Item 4. This item provides space to record the average daily attendance (ADA) of the beginning teacher's school. This information should reflect the most recent period for which attendance is available and should be obtained from a responsible representative of the school's administration. Four spaces are provided for the response. If the response is 600, for example, record it as 0600.

Item 5. This item is designed to provide information concerning the socioeconomic status of the school by recording the average number of daily free or reduced-cost school lunches provided. The information should be obtained from a

responsible representative of the school's administration. Four spaces are provided for the response. If the response is 20, for example, record it as 0020.

Part 3 of TPAI 79-1. The teacher being assessed should supply the data collector with information for the 15 items in this section of TPAI 79-1. *If the response for any item is unknown, leave the item blank.*

Item 1. These spaces are for a code number to represent the name of the college where the beginning teacher received his/her undergraduate degree. This code number should correspond to the appropriate number provided in the listing of college codes in Appendix A of this manual. Please note that a code number is provided for a college not listed by name in Appendix A.

Item 2. This space is for a code number to represent the name of the college where the teacher received an advanced degree such as a master's degree. If the person being assessed has no advanced degrees, leave this space blank. See Appendix A for college codes.

Items 3-15 are self-explanatory. Enter the number of the appropriate response in the space(s) provided for that item on the response form.

Item 3. Sex of Teacher

1. male
2. female

Item 4. Age of Teacher

1. 18-24
2. 25-30
3. 31-40
4. 41-50
5. 51 and over

Item 5. Ethnic preference (race and/or nationality) of teacher

1. Black
2. Caucasian
3. Oriental
4. American Indian
5. Hispanic

Item 6. Degree level of teacher

1. Bachelors
2. Masters
3. Specialist
4. Doctorate
5. Other

Item 7. How many years of prior teaching experience have been credited on the teacher's teaching certificate?

1. 0 prior years
2. 1 prior year
3. 2 prior years
4. 3-8 prior years
5. 9-14 prior years
6. 15 or more prior years

Item 8. In which of the following groups is the teacher classified?

1. A beginning teacher with three years or less experience
2. A beginning teacher in Georgia but with out-of-state experience
3. A teacher with more than three years experience in Georgia

Item 9. For which one of the following groups of pupils does the teacher hold primary teaching responsibility?

1. All grades (1-12)
2. Preschool-primary (N-K-4)
3. Middle grades (4-8)
4. Secondary (9-12)
5. Post-secondary (Adult)
6. Multiple school assignment (itinerant teacher)

Item 10. During the course of any one school day, what is the approximate number of students the teacher meets with for instruction?

1. 1-20
2. 21-50
3. 51-90
4. 91-140
5. 141 or more

Item 11. What type of teaching certificate does the teacher have? Mark one of the following on the response form.

1. None
2. V-1 Provisional
3. V-1 Renewable
4. B-4
5. T-4
6. T-5
7. T-6
8. T-7
9. Other

Item 12. Is the teacher currently certified in more than one teaching field?

1. Yes
2. No

Item 13. Is the teacher teaching in his/her Georgia certification field(s)?

1. Yes
2. No
3. Not applicable

Item 14. Show on the response sheet the *one* from among the following list of teaching fields which represents the teacher's major teaching responsibility.

01. Basic subjects
02. Special education
03. English
04. Speech
05. Reading
06. Social sciences
07. Foreign languages
08. Health and P. E.
09. Art
10. Music
11. Natural sciences
12. Mathematics and allied subjects
13. Industrial arts
14. Home economics
15. Agriculture
16. Business
17. Distributive
18. Trade and industrial
19. Other vocational
20. Kindergarten
21. Other
22. Itinerant teacher

Item 15. For teachers in special education, indicate their primary area of responsibility.

01. Trainable or severe mental retardation (TMR)
02. Educable mentally retarded (EMR)
03. Learning disorders or learning disability/specific learning disability
04. Emotionally disturbed or behavior disorders
05. Interrelated program: EMR, LD, BD
06. Speech and language pathology and/or impairment
07. Audiology
08. Education of the hearing impaired
09. Visually impaired
10. Multihandicapped/physically limited or hospital-homebound
11. Early childhood special education
12. Gifted
13. Other

NOTE: After Form TPAI 79-1 has been completed, the data collector should make a final check for legibility and accuracy on the form.

Form TPAI 79-2: Teaching Plans, Procedures and Skills Response Form

The data collector, a school administrator, and a colleague of the teacher being assessed each complete one Form TPAI 79-2 (Form 2). Part 1 of this form is similar to Part 1 of Form 1 described earlier. Responses are numbers written in the appropriate boxes. Care should be taken to make the numbers clearly legible so that they can be keypunched accurately. Responses for Parts 2, 3, and 4 are ratings on the *Teaching Plans and Materials Instrument* (TPM) and the *Classroom Procedures* (CP)

TPAI 79-2

TEACHER ASSESSMENT PROJECT

TEACHING PLANS, PROCEDURES AND SKILLS RESPONSE FORM

PART 1

A. ID OF TEACHER ASSESSED	B. CODE		C. DATE		D. DATA SOURCE ID	E. ASSESSMENT ACTIVITY * **	F. OPTION
	SYSTEM	SCHOOL	MO.	YR.			
1 1 1 2 2 2 7 7 7	6 2 9	5 0 5 8	0 9	7 9	7 7 7 1 1 1 4 4 4	A 1	

PART 2
TEACHING PLANS & MATERIALS

1.	1	2	3	4	5	**9.**	1	2	3	4	5	**2.**	1	2	3	4	5	**10.**	1	2	3	4	5
3.	1	2	3	4	5	**11.**	1	2	3	4	5	**4.**	1	2	3	4	5	**12.**	1	2	3	4	5
5.	1	2	3	4	5	**13.**	1	2	3	4	5	**6.**	1	2	3	4	5	**14.**	1	2	3	4	5
7.	1	2	3	4	5	**15.**	1	2	3	4	5	**8.**	1	2	3	4	5						

PART 3
CLASSROOM PROCEDURES

1.	1	2	3	4	5	**11.**	1	2	3	4	5	**2.**	1	2	3	4	5	**12.**	1	2	3	4	5
3.	1	2	3	4	5	**13.**	1	2	3	4	5	**4.**	1	2	3	4	5	**14.**	1	2	3	4	5
5.	1	2	3	4	5	**15.**	1	2	3	4	5	**6.**	1	2	3	4	5	**16.**	1	2	3	4	5
7.	1	2	3	4	5	**17.**	1	2	3	4	5	**8.**	1	2	3	4	5	**18.**	1	2	3	4	5
9.	1	2	3	4	5	**19.**	1	2	3	4	5	**10.**	1	2	3	4	5	**20.**	1	2	3	4	5

PART 4
INTERPERSONAL SKILLS

1.	1	2	3	4	5	**6.**	1	2	3	4	5	**2.**	1	2	3	4	5	**7.**	1	2	3	4	5
3.	1	2	3	4	5	**8.**	1	2	3	4	5	**4.**	1	2	3	4	5	**9.**	1	2	3	4	5
5.	1	2	3	4	5	**10.**	1	2	3	4	5												

*A=Data Collector
B=School Administrator/Supervisor
C=Peer Teacher/Colleague
**No. of Assessment

TEACHER ASSESSMENT PROJECT
DATA PROCESSING SERVICES UNIT
216 FAIN HALL
UNIVERSITY OF GEORGIA
ATHENS, GEORGIA 30602

CIRCLE ONE AND ONLY ONE NUMBER FOR EACH INDICATOR

and *Interpersonal Skills* (IS) *Instrument* items. These ratings are coded by circling the number on the response form which corresponds to the rating given. *Form 2 is a required part of a complete teacher assessment.*

Part 1 of TPAI 79-2. The following items comprise Part 1 of this form.

A. ID of teacher assessed. The teacher's social security number is the recommended ID number, but the teacher may choose to create a nine-digit ID number to be used for assessment purposes. *If a number is created, the teacher should use that same number for all subsequent assessments.* Write the nine-digit number (one number per box) from left to right on the response form. The sample ID of the teacher being assessed here is 111222777.

B. System and school code. A seven-digit code is required. The first three digits are the school system code and the next four digits are the individual school code. Obtain the teacher's system and school code from a copy of the 1979 Georgia Educational Directory. All systems in the state have a three-digit system code. The example included here is for Hillsman Middle School in Clarke County. The system code for Clarke County is 629 and the school code for the Hillsman Middle School is 5058; therefore, the system and school code number entered in Section B is 6295058.

C. Date. Enter the month and the year this assessment was conducted. The month must be a two-digit code and the year must be the last two digits of the year. For example, September,

1979, would be entered here as 0979.

D. Data source ID. Persons completing the form should enter their ID number in these nine spaces. The person's social security number is the recommended ID number; however, another nine-digit number may be created for assessment purposes. This ID number, however, should be used in all subsequent assessments. In the sample given, the data source completing the form has an ID number of 777111444.

E. Assessment activity.

1. In the first space, code the correct letter for your role in this assessment:

   A = data collector

   B = administrator

   C = master teacher or colleague.

   Be careful to record the letter corresponding to your role in the assessment. The person serving as a colleague for a teacher being assessed should code "C" for the assessment, though that person may also be a trained data collector. Similarly, a school principal serving as an administrator in the assessment should code "B," though he/she may be a trained data collector.

2. The number placed in the second space pertains to the number of the assessment. If this is the first assessment on this teacher, code 1. If it is the second assessment, code 2, etc. The example used in this section codes the first assessment, made by a data collector.

F. Option. *Leave the spaces in this section blank.* This section

is used only for special assessments requiring permission of the Teacher Assessment Project.

Part 2 of TPAI 79-2. The 15 items in Part 2 correspond to the 15 indicators in the *Teaching Plans and Materials Instrument* (TPM). When each data source (data collector, administrator, and colleague) has rated the teacher on the TPM, the ratings should be entered in this section of Form 2. The indicator ratings are coded by circling the numbers which correspond to the teacher's ratings. For example, if the teacher has been rated 3 on TPM Indicator 1, the data source should circle the 3 beside Item 1 in this section.

Part 3 of TPAI 79-2. The 20 items in Part 3 correspond to the 20 indicators in the *Classroom Procedures Instrument* (CP). When each data source (data collector, administrator, and colleague) has rated the teacher on the CP, the ratings should be entered in this section of Form 2. The indicator ratings are coded by circling the numbers which correspond to the teacher's ratings. For example, if the teacher has been rated 4 on CP Indicator 1, the data source should circle the 4 beside Item 1 in this section.

Part 4 of TPAI 79-2. The 10 items in Part 4 correspond to the 10 indicators in the *Interpersonal Skills Instrument* (IS). When each data source (data collector, administrator, and colleague) has rated the teacher on the IS, the ratings should be entered in this section of Form 2. The indicator ratings are coded by circling the numbers which correspond to the teacher's ratings. For example, if the teacher has been rated 5 on IS Indicator 1, the data source should circle the 5 beside Item 1 in this section.

NOTE: After all ratings have been entered on Form TPAI 79-2, each data source should check to make certain that all circles clearly define one and *only one* rating.

Form TPAI 79-3: Professional Standards Response Form

Form 3 is an optional part of a complete teacher assessment. This form is completed by a school administrator and a colleague nominated by the teacher being assessed. Part 1 is similar to Part 1 of Form 2 described earlier. All responses are coded by writing numbers in appropriate boxes. Care should be taken to make the numbers clearly legible so they can be keypunched accurately.

Responses for Part 2 are each data source's (administrator and colleague) ratings on the *Professional Standards Instrument* (PS).

Part 1 of TPAI 79-3. The following items comprise Part 1 of this form.

A. ID of teacher assessed. The teacher's social security number is the recommended ID number, but the teacher assessed may choose to create a nine-digit ID number to be used for assessment purposes. *If a number is created, the teacher should use that same number for all subsequent assessments.* Write the nine-digit number (one number per box) from left to right on the response form. The sample ID of the teacher being assessed here is 111222777.

B. System and school code. A seven-digit code is required. The first three digits are the school system code and the next four digits are the individual school code. Obtain the teacher's school code from a copy of the 1979 Georgia Educational Directory. All systems in the state have a three-digit system code. The example included here is for Hillsman Middle School

TPAI 79-3

TEACHER ASSESSMENT PROJECT

PROFESSIONAL STANDARDS

PART 1

A. ID OF TEACHER ASSESSED	B. CODE		C. DATE		D. DATA SOURCE ID	E. ASSESSMENT ACTIVITY	F. OPTION
	SYSTEM	SCHOOL	MO.	YR.		*	**
1 1 1 2 2 2 7 7 7	6 2 9	5 0 5 8	0 9	7 9	9 9 9 3 3 3 6 6 6	B	1	

PART 2

1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5

TEACHER ASSESSMENT PROJECT
DATA PROCESSING SERVICES UNIT
216 FAIN HALL
UNIVERSITY OF GEORGIA
ATHENS, GEORGIA 30602

*B=School Administrator/Supervisor
C=Peer Teacher/Colleague
**No. of Assessment

CIRCLE ONE AND ONLY ONE NUMBER FOR EACH INDICATOR

in Clarke County. The system code for Clarke County is 629 and the school code for Hillsman Middle School is 5058; therefore, the system and school code number entered in Section B is 6295058.

C. Date. Enter the month and the year this assessment was conducted. The month must be a two-digit code and the year must be the last two digits of the year. For example, September, 1979, would be entered here as 0979.

D. Data source ID. Persons completing the form should enter their ID number in these nine spaces. The person's social security number is the recommended ID number; however, another nine-digit number may be created for assessment purposes. This ID number, however, should be used in all subsequent assessments. In the sample given, the data source has an ID number of 999333666.

E. Assessment activity identification.

1. In the first space, code the correct letter for your role in this assessment:

   B = administrator

   C = master teacher or colleague.

   Be careful to record the letter corresponding to your role in the assessment. The person serving as a colleague for a teacher being assessed should code "C" for the assessment, though that person may also be a trained data collector. Similarly, a school principal serving as an administrator in the assessment should code "B," though he/she may be a trained TPAI data collector.

2. The second space pertains to the number of the assessment. If this is the first assessment on this teacher, code 1. If it is the second assessment, code 2, etc. The example here codes the first assessment made by an administrator.

F. Option. *Leave the spaces in this section blank.* This section is used only for special assessments requiring permission of the Teacher Assessment Project.

Part 2 of TPAI 79-3. The six items in Part 2 correspond to the six indicators comprising the *Professional Standards Instrument* (PS). When each data source (administrator and colleague) has rated the teacher on the PS, the ratings should be entered in this section of Form 3. The indicator ratings are coded by circling the numbers which correspond to the teacher's ratings. For example, if the teacher has been rated 2 on PS Indicator 1, the data source should circle the 2 beside Item 1 in this section.

NOTE: After Form TPAI 79-3 has been completed, each data source should make a final check for legibility and accuracy on the form.

Forms TPAI 79-4 and TPAI 79-5: Student Perceptions Response Forms

Administration of the *Student Perceptions Instrument* (SP) is optional for a complete teacher assessment. Instructions for using the Student Perceptions Response Forms are available from the Teacher Assessment Project (TAP), but no sample forms are included in this manual. Form TPAI 79-4 is for Grades 6-Adult, and Form TPAI 79-5 is for Grades 3-6. These forms are administered to students in the teacher's class as a group. The data collector or a data source selected by the data collector, e.g., colleague or administrator, administers the forms. The teacher being assessed is not to administer the forms

nor be present when the forms are administered.

The forms are designed to be either keypunched or electronically scanned, so a number two grade pencil is used to code responses. Part 1 of the forms is similar to Part 1 of Forms 2 and 3 described earlier. Responses for Part 2 of the forms are student ratings of the teacher on 30 items which correspond to the 30 indicators in the *Classroom Procedures* (CP) and *Interpersonal Skills* (IS) *Instruments*. Younger students respond by marking faces and older students respond by darkening circles which correspond to their ratings of the teacher.

Mailing the Assessment Package

Two kinds of checks should be made on all data before it is mailed: 1) each teacher's data should be checked for completeness and accuracy, and 2) the data packages for all teachers should be checked for completeness.

To ensure that a complete data package is mailed for each teacher assessed, check to make sure that the correct forms are included in each teacher's data package. A listing of these forms may be found in another section of this manual. *All data collected on a teacher should be mailed for processing at the same time.*

To ensure that each teacher's data is complete for processing, check the following items:

1. Is Part 1 of every response form complete and legible?
2. Are all response forms for the same teacher assessed coded with *exactly* the same teacher ID number and *exactly* the same system and school code?
3. Is the assessment activity coded correctly on each response form?
4. Are the *Student Perceptions* response forms free of stray marks and are the circular spaces or faces where responses are coded filled in accurately? (These forms are designed to be either keypunched or scanned, so they must be coded very carefully.)

When all data has been checked, the data collector should mail or take the data to the Regional Center or the school system office which coordinates the assessment of beginning teachers. In school systems coordinating assessments through a regional center, the data collectors will see that the data reaches the Regional Center. In areas where

assessments are coordinated through school systems, the data will be mailed to the Teacher Assessment Project Data Processing Services unit in envelopes provided by the Project. A return address must be added to the envelope before it is mailed. TPAI packages should be mailed to the following address:

Teacher Assessment Project
Data Processing Services
College of Education
230 Fain Hall
University of Georgia
Athens, Georgia 30602

Processing Procedures

The general TPAI scoring procedures require each data source to rate the teacher being assessed on each indicator by assigning to it a number (on a 1-5 scale) to represent the descriptor which best defines the teacher's behavior. The ratings awarded by the three data sources to each indicator associated with a competency are summed and divided by the number of ratings made. The final score for any competency is a mean which ranges from 1.00 to 5.00. In some instances indicators are not rated and a competency score may not be computed.

These general procedures apply to the three TPAI used for Georgia certification: *Teaching Plans and Materials*, *Classroom Procedures*, and *Interpersonal Skills*. They also apply to *Professional Standards*. However, as regards *Student Perceptions*, the average of all ratings awarded by students in a class to indicators forms the basis for a competency score. The TPAI are electronically processed for certification purposes in Georgia. They may also be processed by hand for other uses at the local school system level.

Performance Profiles

After a teacher has been assessed with the TPAI, the resulting data are consolidated and displayed in graphic form as a performance profile. Performance profiles may either be generated by hand, or they can be prepared electronically by computer. The Teacher Assessment Project prefers to use electronic processing and scoring for large quantities of data, so that the time between actual assessment and the return of performance profiles to teachers in the field can be reduced.

Computerized performance profiles display actual and recommended scores for each TPAI competency and indicator. Both average competency scores and sums of indicator ratings are included in the profile. This allows the teacher assessed to compare ratings from one competency to the next and from one competency indicator to the next. Individual indicator scores (ratings of each data source) are also printed on the performance profile; however, data sources are not in any way identifiable.

Two separate profiles can be printed. The first and most often used summarizes TPM, CP, and IS ratings used for certification. A second optional profile summarizes ratings for the *Student Perceptions* (SP) and *Professional Standards* (PS) *Instruments*.

Three copies of each profile are usually made. One is retained by the TAP Data Processing Services unit, and the other two are returned to agencies in the field. The summary performance profile is then returned to the teacher assessed and results are discussed for certification and/or staff development purposes.

APPENDIX A

Appendix A

Listing of College (Undergraduate and Graduate) Codes for Part II of the Demographic Information Form (TPAI 79-1)*

College	Code	College	Code
Foreign institution	999999	Bard C	002671
Not in table	888888	Barrington C	003400
Abraham Baldwin A C	001541	Baylor C Dentistry	004948
Adelphi U	002666	Baylor C Medicine	004949
Adrian C	002234	Baylor U	006967
Agnes Scott C	001542	Belmont Abbey C	002910
Albany J C	001543	Beloit C	003835
Albany Med C	002887	Berea C	001955
Albany St C	001544	Berry C	001554
Albion C	002235	Bethany C	001904
Alfred U	002668	Bethany Theol Sem	001637
Allegheny C	003230	Bethel C	003480
Alma C	002236	Bethune Cookman C	001467
Amer Bapt Sem W Cov	001126	Birdwood J C	001555
American Consv Music	001629	Birmingham Sthn C	001012
American Intrnatl C	002114	Black Hills St C	003459
American U	001434	Blackburn C	001639
Amherst C	002115	Bloomsburg St C	003315
Andover Newton Th S	002116	Bob Jones U	003421
Andrew C	001545	Boston C	002128
Andrews U	002238	Boston U	002130
Antioch C Main Cam	003010	Bowling Green St U	003018
Appalachian St U	002906	Bradley U	001641
Aquinas C	002239	Brandeis U	002133
Aquinas Inst Theo	001632	Brenau C	001556
Arizona St U	001081	Brescia C	001958
Armstrong St C	001546	Brewton-Parker C	001557
Asbury C	001952	Briar Cliff C	001846
Ashland C	003012	Brigham Young U	003670
Athenaeum of Ohio	003013	Brown U	003401
Atlanta C Art	001549	Brunswick J C	001558
Atlanta Christian C	001547	Bryn Mawr C	003237
Atlanta J C	012165	Bucknell U	003238
Atlanta U	001551	Butler U	001788
Auburn U	001009	C Med & Dent-Newark	002620
Augusta C	001552	C of Charleston	003428
Augustana C	001633	C of Emporia	001912
Austin Peay St U	003478	C of Great Falls	002527
Bainbridge J C	011074	C of Idaho	001617
Baldwin-Wallace C	003014	C of Insurance	002702
Ball St U	001786	C of New Rochelle	002704

*The information in this section was derived from the list of college codes supplied by the Applicant Clearing House at the University of Georgia.

College	Code	College	Code
C of Snt Benedict	002341	Clarkson C Tech	002699
C of Snt Rose	002705	Clayton J C	008976
C of the Holy Cross	002141	Clemson U	003425
C of Wooster	003037	Cleveland Inst Music	003031
C William & Mary	003705	Cleveland St U	003032
Ca Ply St U Sn Lu Ob	001143	Coe C	001854
Cal Inst of Tech	001131	Coker C	003427
Cal Sch Prof Psyc LA	010013	Colgate U	002701
Cal Sch Prof Psyc SD	011117	Colorado C	001347
Cal Sch Prof Psyc SF	009844	Colorado Sch Mines	001348
Cal St C Bakersfield	007993	Colorado St U	001350
Cal St U Chico	001146	Columbia Theol Sem	001560
Cal St U Fresno	001147	Columbia U	002707
Cal St U Humboldt	001149	Columbia U Barnard C	002708
Cal St U Long Beach	001139	Columbia U Phar	003973
Cal St U Los Angeles	001140	Columbia U Tchrs C	003979
Cal St U San Diego	001151	Columbia Union C	002067
Cal St U San Fran	001154	Columbus C	001561
Cal St U San Jose	001155	Concordia Sem	002457
Calvin C	002241	Connors St C	003153
Canisius C	002681	Converse C	003431
Capital U	003023	Cooper Union	002710
Carleton C	002340	Cornell C	001856
Carnegie-Mellon U	003242	Cornell U	002711
Carroll C	002526	Cornell U Cen Off	007964
Carson-Newman C	003481	Cornell U Med Ctr	004762
Case Western Res U	003024	Cornell U Statutry C	011693
Catawba C	002914	Covenant C	003484
Catholic U America	001437	Cranbrook Acd of Art	002248
Catonsville Cmty C	002063	Creighton U	002542
Centenary C	002003	CUNY Bernard Baruch	004766
Central C	001908	CUNY Brooklyn C	002687
Central Conn St C	001378	CUNY City C	002688
Central Michigan U	002243	CUNY Grad Sch	004063
Central Mo St U	002454	CUNY Hunter College	002689
Centre C Kentucky	001961	CUNY Lehman C	007022
Cerritos C	001161	CUNY Mt Sinai Sch Md	007026
Chadron St C	002539	CUNY Queens College	002690
Champlain C	003684	CUNY System Office	002686
Chicago Acd Fine Art	001646	Curry C	002143
Chicago Med Sch	001659	D-Q U	010229
Chicago Theol Sem	001661	D'Youville C	002712
Christian Theol Sem	001789	Dallas Theol Sem	003562
Citadel Mil C of SC	003423	Dalton J C	003956
City C Chicago SW C	001649	Dartmouth C	002573
Claflin C	003424	David Lipscomb C	003486
Claremont Grad Sch	001169	Davidson C	002918
Claremont Men's C	001170	Davis & Elkins C	003811
Clarion State	009235	DeKalb Cmty C	001562
Clark C	001559	Del Vly C Sci & Agr	003252
Clark U	002139	Delta St C	002403

College	Code	College	Code
Denison U	003042	General Theol Sem	002726
DePaul U	001671	Geo Peabody C Tchrs	003493
DePauw U	001792	George Washington U	001444
Dillard U	002004	George Williams C	001683
Drake U	001860	Georgetown C	001964
Drew U	002603	Georgetown U	001445
Drexel U	003256	Georgia C	001602
Dropsie U	003257	Georgia I T Ctr Off	007999
Drury C	002461	Georgia Inst Tech	001569
Duke U	002920	Georgia It Sou Tech	001570
Duquesne U	003258	Georgia Military C	001571
Earlham C	001793	Georgia Southern C	001572
East Carolina U	002923	Georgia St U	001574
East Tenn St U	003487	Georgia Sthwstn C	001573
East Texas St U	003565	Glassboro St C	002609
Eastern C	003259	Glenville St C	003813
Eastern Illinois U	001674	Golden Gate U	001205
Eastern Kentucky U	001963	Gonzaga U	003778
Eastern Montana C	002530	Gordon J C	001575
Eastern Wash St C	003775	Goucher C	002073
Eden Theol Sem	002462	Grace Theol Sem & C	001800
Elmhurst C	001676	Graduate Theol Un	001207
Elon C	002927	Greensboro C	002930
Emanuel County J C	010997	Greenville C	001684
Emerson C	002146	Grinnell C	001868
Emmanuel C	001563	Gustavus Adolphus C	002353
Emory and Henry C	003709	Hahnemann Med Ctr	003271
Emory U	001564	Hamilton C	002728
Erskine C	003432	Hampden-Sydney C	003713
Evangel C	002463	Hanover C	001801
Farlgh Dcksn U Cen O	008222	Harvard U	002155
Ferris St C	002260	Hastings C	002548
Fisk U	003490	Haverford C	003274
Florence St U	001016	Hebrew Theol C	001685
Florida A & M	001480	Hebrew Union C-NY	004054
Florida Atlantic U	001481	Hebrew Union C-Cal	004055
Florida Inst Tech	001469	Hebrew Union C-Main	003047
Florida Southern C	001488	Heidelberg C	003048
Florida St U	001489	Henderson St C	001098
Floyd J C	009507	Hendrix C	001099
Fordham U	002722	Hiram C	003049
Fort Valley St C	001566	Hobart-Wm Smith C	002731
Franklin Pierce C	002575	Hofstra U	002732
Franklin-Marshall C	003265	Hope C	002273
Freed-Hardeman C	003492	Houghton C	002734
Fresno City C	001307	Howard Payne C	003575
Ft Hays Kansas St C	001915	Howard U	001448
Fuller Theol Sem	001200	Huntingdon C	001019
Furman U	003434	Idaho St U	001620
Gainesville J C	001567	Illinois Inst Tech	001691
Garrett Biblical I	001682	Illinois St U	001692

College	Code
Illinois Wesleyan U	001696
Incarnate Word C	003578
Indiana Central C	001804
Indiana St U	009563
Indiana U of Penn	003277
Indiana U-Bloomingtn	001809
Indiana U-Indianapls	001813
Inst Adv St In Hum	008915
Inst Paper Chemistry	005010
Inst Textile Tech	003717
Interdenom Theol Ctr	001568
Iona C	002737
Iowa St U Sci & Tech	001869
Ithaca C	002739
Jacksonville St U	001020
Jacksonville U	001495
Janiata C	003279
Jewish Theol Sem Am	002740
John Marshall Law Sc	001698
Johns Hopkins U	002077
Juilliard School	002742
Kalamazoo C	002275
Kansas City Art Inst	002473
Kansas St C Pittsbg	001926
Kansas St Teachers C	001927
Kansas St U Ag & A S	001928
Kennesaw J C	001577
Kent St U	003051
Kenyon C	003065
Knox C	001704
Knoxville C	003497
La Grante C	001578
La Verne C	001216
Lafayette C	003284
Lamar U	003581
Lambuth C	003498
Lehigh U	003289
Lenoir-Rhyne C	002941
Lewis & Clark C	003197
Lexington Theol Sem	001971
Limestone C	003436
Lincoln U	003290
Livingston U	001024
Loma Linda U	001218
Long Beach City C	001219
Long Island U	004779
Long Island U Cen of	002751
Louisiana C	002007
Louisiana St U Baton	002010
Louisiana St U Cen O	002009
Louisiana St U Md Ct	002014
Louisiana St U New O	002015
Louisiana Tech U	002008
Louisvl Presby Theol S	001974
Lowell Tech Inst	002161
Loyola U	001710
Loyola U	002016
Luth Sch Theo Chgo	001712
Luther C	001874
Lynchburg C	003720
MacMurray C	001717
Macon J C	007728
Madison Area Tech C	004007
Madison C	003721
Manchester C	001820
Manhattan C	002758
Manhattan Sch of Mus	002759
Mankato St C	002360
Mansfield St C	003324
Marquette U	003863
Mary Baldwin C	003723
Mary Washington C	003746
Marycrest C	001876
Maryville C	002482
Maryville C	003505
Mass C Pharmacy	002165
Mass Inst Tech	002178
McCormick Theol Sem	001721
McNeese St U	002017
McPherson C	001933
Meadvl-Lombard Theol	001723
Medical C Georgia	001579
Medical C of Penn	003398
Medical C of Wisc	008296
Medical U of SC	003438
Meharry Med C	003506
Memphis St U	002509
Mercer U	001580
Mercer U Central Off	008000
Mercer U So Sch Phar	001593
Mercer U-Atlanta	008419
Miami U	007104
Michigan St U	002290
Michigan Tech U	002292
Middle Georgia C	001581
Middle Tenn St U	003510
Middlebury C	003691
Midwestern Bapt T S	002485
Millersville St C	003325
Milligan C	003511
Millikin U	001724
Millsaps C	002414

College	Code	College	Code
Milwaukee Area Tch C	003866	Oakwood C	001033
Miss St C for Women	002422	Oberlin C	003086
Mississippi C	002415	Oglethorpe C	001586
Mississippi St U	002423	Ohio Northern U	003089
Missouri Valley C	002489	Ohio St U	006883
Monmouth C	001725	Ohio U	003100
Monmouth C	002616	Ohio Wesleyan U	003109
Montana St U	002532	Okla Fanhandle St C	003174
Montclair St C	002617	Oklahoma Baptist U	003164
Moorehead St U	002367	Oklahoma St U	003170
Morehouse C	001582	Old Dominion U	003728
Morningside C	001879	Oregon Grad Ctr	008856
Morris Brown C	001583	Oregon St U	003210
Morris C	003439	Ottawa U	001937
Mount Holyoke C	002192	Ouachita Baptist U	001102
Murray St U	001977	Our Lady of Lake C	003598
Muskingum C	003084	Pa St U Hrsh Med Ctr	006813
N Carolina Central U	002950	Pace U New York	002791
N Carolina St U-Ral	002972	Pace U Westchester	002792
National U	011460	Pacific Sch Religion	001256
Nebraska Wesleyan U	002555	Paine C	001587
Ner Israel Rab C	002087	Pan American U	003599
New Eng Consv of Mus	002194	Passnst Mnsatic Sem	002794
New England Inst	007636	Paterson St C	002625
New Mex Highlands U	002653	Peabody Inst Baltimr	002088
New Mexico I Mn-Tech	002654	Pennsylvania St U	006965
New Mexico St U	002657	Pfeiffer C	002955
New Orleans Bapt T S	002019	Phila C of Art	003350
New Sch Soc Research	002780	Phila C Phar & Sci	003353
New York Med C	002784	Phila Musical Acad	003355
New York U	002785	Phillips U	003175
Newark C Engr	002621	Piedmont C	001588
Newberry C	003440	Pittsburgh Theol Sem	003356
Niagara U	002788	Polytech Inst NY	002796
North Central C	001734	Portland St U	003216
North Dakota St U	009265	Prairie View A & M	003630
North Georgia C	001585	Pratt Institute	002798
North Texas St U	003594	Presbyterian C	003445
Northeast Louisiana	002020	Princeton Theol Sem	002626
Northeast Mo St U	002495	Princeton U	002627
Northeastern Ill U	001693	Providence C	003406
Northeastern St C	003161	Purdue U	001825
Northeastern U	002199	Queens C	002957
Northern Arizona U	001082	Rab C Ch'san Sofer	003977
Northern Illinois U	001737	Rab C Queens	009334
Northern Michigan U	002301	Rabbi Jacob Jos Rab	003975
Northwest Nazarene C	001624	Radford C	003732
Northwestern St U LA	002021	Rand Grad I Pol Stds	010441
Northwestern U	001739	Randolph Macon C	003733
Nova U	001509	Reed C	003217
Oakland U	002307	Regis C	002206

College	Code
Reinhardt C	001589
Rensselaer Poly Inst	002803
RI Sch of Design	003409
Rice U	003604
Roanoke C	003736
Rochester Inst Tech	002806
Rockefeller U	002807
Rockhurst C	002499
Rollins C	001515
Roosevelt U	001749
Rosemead Grad Sch	010309
Rust C	002433
Rutgers U New Brnswk	006964
S Dakota St U	003471
Sam Houston St U	003606
Samford U	001036
San Fran Theol Sem	001279
San Jose City C	001282
Savannah St C	001590
Scarritt C	003515
SD Sch Mines & Tech	003470
Seton Hall U	002632
Seton Hill C	003362
Sh'or Yoshuv Rab C	011076
Shaw U	002962
Shorter C	001591
Siena C	002816
Simmons C	002208
Simpson C	001887
Slippery Rock St C	003327
Smith C	002209
Snt Bernard C	001043
Snt Bonaventure U	002817
Snt Edward's U	003621
Snt Francis Seminary	010669
Snt John Fisher C	002821
Snt John's U	002823
Snt John's C	002092
Snt Mary of Lake Sem	001765
Snt Mary's Sem & U	002096
Snt Mary's U	003623
Snt Marys C	001984
Snt Marys C	002380
Snt Michaels C	003694
Snt Norbert C	003892
Snt Olaf C	002382
South Carolina St C	003446
South Georgia C	001592
Southeast Mo St U	002501
Southeastern Bapt TS	002963
Southeastern La U	002024
Southern Bapt Theol S	001982
Southern Cal S Theol	001288
Southern Col St C	001365
Southern Conn St	001406
Southern Illinois U	001758
Southern Methodist U	003613
Southern St C	001107
Southwest Mo St U	002503
Southwestern Bapt TS	003617
Southwestern C	001940
Southwestern St C	003181
Southwestern U	003620
Southwestern-Memphis	003519
Spelman C	001594
Spring Hill C	001041
Springfield C	002211
St Louis C of Phar	002504
St Louis U	002506
St Paul Sch Theol	002509
Stanford U	001305
Stephen F Austin St	003624
Stetson U	001531
Stevens Inst Tech	002639
Stillman C	001044
Stonehill C	002217
SUNY-Albany	002835
SUNY-Binghamton	002836
SUNY-Buffalo	002837
SUNY-Stony Brook	002838
SUNY-Ag Tch C Frmgol	002858
SUNY C Envrl Sci-For	002851
SUNY C-Cortland	002843
SUNY C-Fredonia	002844
SUNY C-Geneseo	002845
SUNY C-New Paltz	002846
SUNY C-Potsdam	002850
SUNY Downstate Md Ct	002839
SUNY Hlth Sc Ct Bflo	004822
SUNY Hlth Sc Ct STNY	004823
SUNY Systems Office	002834
SUNY Upstate Med Ctr	002840
Susquehanna U	003369
Swarthmore C	003370
Syracuse U	002882
Temple U	010304
Tenn St U	003522
Tenn Tech U	003523
Tenn Wesleyan C	003525
Texas A & I U	003639
Texas A & M U	010366
Texas Christian U	003636
Texas Lutheran C	003641
Texas Tech U	003644

College	Code	College	Code
Texas Woman's U	003646	U Illinois Chgo Cir	001776
Thiel C	003376	U Illinois Med Ctr	003960
Thomas Jefferson U	003278	U Illinois Urbana	001775
Tift C	001595	U Iowa	001892
Toccoa Falls Inst	001596	U Judaism	002741
Tougaloo C	002439	U Kansas	001948
Transylvania U	001987	U Kentucky	001989
Trenton St C	002642	U Louisville	001999
Try St U Main Camp	001047	U Maine-Farmington	002040
Troy St U Montgomery	001049	U Maine-Orono	002053
Truett McConnell C	001597	U Maryland Balt Prof	002104
Tufts U	002219	U Maryland Baltimore	002105
Tulane U of LA	002029	U Maryland Coll Park	002103
Tusculum C	003527	U Maryland Estn Shor	002106
Tuskegee Institute	001050	U Mass-Amherst	002221
U Akron	003123	U Miami	001536
U Alabama	001051	U Michigan	009092
U Alabama-Birmingham	001052	U Minn Cen Office	002387
U Alabama-Huntsville	001055	U Minn-Mnpls St-Paul	003969
U Alaska-Fairbanks	001063	U Mississippi	002440
U Arizona	001083	U Mississippi Med Ct	004688
U Arkansas	001108	U Missouri-Columbia	002516
U Arkansa Med Ctr	001109	U Missouri-Kansas Ct	002518
U Bridgeport	001416	U Missouri-Rolla	002517
U Cal Berkeley	001312	U Missouri-St Louis	002519
U Cal Central Off	001311	U Mn Mayo Grd S Med	010337
U Cal Davis	001313	U Montana	002536
U Cal Irvine	001314	U Montevallo	001004
U Cal Los Angeles	001315	U N Carolina-Charlot	002975
U Cal Riverside	001316	U N Carolina-Chpl Hl	002974
U Cal San Diego	001317	U N Carolina-Grnsbr	002976
U Cal San Frisco	001319	U Nebraska	002565
U Cal Santa Barbara	001320	U Nebraska Med Ctr	006895
U Cal Santa Cruz	001321	U Nebraska-Omaha	002554
U Chicago	001774	U Nevada Reno	002568
U Cincinnati	003125	U New Hampshire	002589
U Colorado	001370	U New Mexico	010313
U Colorado Med Ctr	004508	U North Dakota	003005
U Connecticut	001417	U Northern Colorado	001349
U Dallas	003651	U Northern Iowa	001890
U Dayton	003127	U Notre Dame	001840
U Delaware	001431	U of South	003534
U Denver	001371	U Oklahoma Hlth Sc C	005899
U Detroit	002323	U Oklahoma Norman	003184
U Dubuque	001891	U Oregon	003223
U Florida	001535	U Oregon Med Sch	004882
U Georgia	001598	U Pennsylvania	003378
U Hartford	001422	U Pittsburgh	003379
U Hawaii-Manua	001610	U Rhode Island	003414
U Houston	003652	U Richmond	003744
U Idaho	001626	U Rochester	002894

College	Code
U San Francisco	001325
U Santa Clara	001326
U Snt Thomas	003654
U South Alabama	001057
U South Carolina	003448
U South Dakota	003474
U South Florida	001537
U Southern Cal	001328
U Southern Miss	002441
U Sthwstn Louisiana	002031
U Tampa	001538
U Tennessee	003530
U Tennessee-Chatnoga	003529
U Tennessee-Med Unit	006725
U Texas System Off	003655
U Texas-Arlington	003656
U Texas-Austin	003658
U Texas-Dallas	009741
U Texas-El Paso	003661
U The Pacific	001329
U Toledo	003131
U Tulsa	003185
U Tx Hlth Sci Dallas	003660
U Tx Hlth Sci Houston	011618
U Tx Medl Br Galvston	004952
U Utah	003675
U Vermont & St Agr C	003696
U Virginia	006968
U Washington	003798
U West Florida	003955
U Wisc Eau Claire	003917
U Wisc Madison	003895
U Wisc Milwaukee	003896
U Wisc Oshkosh	009630
U Wisc Plattevl	003921
U Wisc Sys Office	003894
U Wyoming	003932
Union C	002889
Union Theol Sem	002890
Union Theol Sem-Va	003743
United Theol Sem	003122
Upper Iowa U	001893
Upsala C	002644
Ursinus C	003385
US International U	001158
US Merchant Marine Ac	002892
US Military Academy	002893
US Naval Academy	002101
US Naval Pstgrd Sch	001310
Utah St U	003677
Valdosta St C	001599
Vanderbilt U	003535
Vassar C	002895
Villanova U	003388
Virginia C	003762
Virginia Cmmnwlth U	003735
Virginia Military I	003753
Virginia Poly Inst	003754
Wabash C	001844
Wake Forest U	002978
Washburn U of Topeka	001949
Washington C	002108
Washington Jeff C	003389
Washington St U	003800
Washington U	002520
Washington-Lee U	003768
Wayne St U	002329
Waynesburg C	003391
Wellesley C	002224
Wesley Theol Sem	001464
Wesleyan C	001600
Wesleyan U	001424
West Georgia C	001601
West Texas St U	003665
West Virginia U	003827
West Virginia Wesl C	003830
Western Carolina U	002981
Western Cons Bapt Sem	007178
Western Illinois U	001780
Western Kentucky U	002002
Western Maryland C	002109
Western Michigan U	002330
Western New Mexico U	002664
Western St C Colo	001372
Western Wash St C	003802
Westmar C	001899
Westminster C	003392
Westminster Theol Sm	003393
Wheaton C	001781
Whittier C	001342
Wichita St U	001950
Wilkes C	003394
William Jewell C	002524
Williams C	002229
Wingate C	002985
Winona St C	002394
Winthrop C	003456
Wittenberg U	003143
Wofford C	003457
Worcester Poly Inst	002233
Wright Inst	008846
Yale U	001426
Yankton C	003476
Yeshiva U	002903
Young Harris C	001604

APPENDIX B

Georgia Department of Education
Beginning Teacher Performance Assessment

AFFIRMATION OF ASSESSMENT FORM

To be completed by beginning teacher assessed.

Name _____ ID# _____ System and School Code _____

To be assessed on these instruments:		I did the following:	On the dates indicated below: (write in dates)
INSTRUMENT	ITEMS		
TPM	1-5	Prepared a portfolio of plans and materials on a unit and turned it in to the proper person.	_____
TPM	6-15	Was interviewed by the following persons:	
		Data Collector	_____
		Principal	_____
		Master Teacher	_____
CP	1-20	Was observed teaching a lesson included in the portfolio by the following persons:	
IS	1-10		
		Data Collector	_____
		Principal	_____
		Master Teacher	_____

I HEREBY AFFIRM THAT THE PERSONS ABOVE PARTICIPATED IN THE ASSESSMENT ACTIVITIES AS INDICATED BY THE RECORDING OF THE ABOVE DATE(S).

Name (Please Print) _____ Signature _____ Date _____

SAMPLE LETTER OF AUTHORIZATION FOR TPAI DATA PROCESSING

Dr. Charles E. Johnson, Director
Teacher Assessment Project
College of Education
University of Georgia
217 Fain Hall
Athens, GA 30602

Dear Dr. Johnson:

During the 1979-80 school year we intend to administer the Georgia State Department of Education Teacher Performance Assessment Instruments with teachers in our schools. This letter is to request that the Teacher Assessment Project process our response sheets and provide us summaries of ratings for each teacher assessed.

We understand that the Teacher Assessment Project will use the data which they obtain during processing of the response sheets to investigate the value and usefulness of the instruments for the Georgia Department of Education.

We further understand that the Teacher Assessment Project will maintain the confidentiality of data on all teachers whose data is processed. This means that the project will never disclose data in such a manner that the individual identity of any participant can be determined. Any public reports by the project will be made as summaries for groups and subgroups by individuals.

This office will assume responsibility for informing teachers of their rights in this matter and for maintaining the confidentiality of assessment data.

I have asked _____ of our Regional Center or Central Office staff to handle the transmittal of response forms between this office and the Teacher Assessment Project headquarters. Please contact this person if you have questions concerning this matter.

Sincerely yours,

Signature, _____

Position, _____

School System
or Regional
Center Name, _____